Grades K-6

Professional Development Instructional Routine Handbook

Mc Graw Hill Education

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INSTRUCTIONAL ROUTINES INTRODUCTION

Welcome to McGraw-Hill *Wonders* CCSS Reading/Language Arts program. This program is built on the Common Core State Standards and incorporates the most recent and confirmed research in reading and writing instruction. The instructional routines that follow reflect best classroom practices and full implementation of this research.

Learning and using these routines will ensure the most effective and efficient implementation of the McGraw-Hill *Wonders* program. They are step-by-step guides to key instructional practices embedded in the program. Many of these instructional routines are included in the Model Lessons Video Library found in the Professional Development page at *www.connected.mcgraw-hill.com*. We recommend periodically reviewing the routines and video clips throughout the first year of the program implementation.

What Are Instructional Routines?

According to the *American Heritage Dictionary of the English Language* (2000) routines are prescribed, detailed courses of action to be followed regularly; a standard procedure; a set of customary and often mechanically performed procedures or activities.

Routines are step-by-step processes that:

- begin and end with a clear signal,
- follow the same sequence of steps every time used,
- are consistent,
- require minimal teacher talk,
- are used with a brisk pace,
- often contain nonverbal and verbal teacher signals indicating a student response, and
- slowly transfer the responsibility of the task to the students.

Why Are Instructional Routines Important?

Routines reflect best classroom practices and help students focus on the new learning task, rather than learning a new way to do something. They are effective at organizing instruction and setting clear expectations for students.

Routines help teachers scaffold instruction, minimize instructional time and teacher talk, maximize student participation, and overall make learning a new skill easier.

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What Is Phonological Awareness?

Phonological awareness involves the auditory and oral manipulation of sounds. It refers generally to the awareness of words, syllables, or phonemes (individual speech sounds). Phonological awareness tasks include the following:

- detecting rhyme,
- clapping syllables,
- counting words in sentences,
- blending/segmenting onset and rime, and
- phonemic awareness tasks.

Phonemic awareness is a subset of phonological awareness.It refers specifically to the awareness of individual sounds in words such as /s/ /i/ /t/ in *sit*. Phonemic awareness tasks include the following:

- phoneme isolation,
- phoneme identity,
- phoneme categorization,
- phoneme blending,
- phoneme segmentation,
- phoneme addition,
- phoneme deletion,
- phoneme substitution, and
- phoneme reversals

Why Is Phonological Awareness Important?

An understanding of how to detect, break apart, blend, and manipulate the sounds in spoken language is needed in order for students to understand letter-sound associations. Students must understand that words are made up of speech sounds, or phonemes, in order to read and write. For example, if a student cannot orally blend a word, then sounding out a written word while reading will be difficult. Likewise, if a student cannot orally segment a word sound-by-sound, then spelling a word while writing will be difficult. Research indicates that the most critical phonemic awareness skills are blending and segmenting since they are most closely associated with early reading and writing growth (NICHHD, 2001).

What Are the Top Research Findings?

- Phonemic awareness has a positive overall effect on reading and spelling and leads to lasting reading improvement.
- Phonemic awareness instruction can be effectively carried out by teachers. It doesn't take a great deal of time to bring many children's phonemic awareness abilities up to a level at which phonics instruction begins to make sense.
- Phonemic awareness instruction occurs in Grades K-1 for all students and Grades 2 and beyond for students needing the support.

How Can I Connect Research to Best Practices?

- Pay attention to the sequence of instruction—going from easier to more complex. For example: (1) Use words that begin with continuous sounds (e.g., /s/) before moving on to words that begin with stop sounds (e.g., /b/). (2) Use words that begin with one consonant before words that begin with consonant blends (e.g., *back* before *black*).
- Daily phonemic awareness instruction should be fast-paced.
- Oral blending tasks benefit the blending of words in print and should precede these reading tasks.
- Oral segmentation tasks, such as guided dictation exercises, benefit the spelling of words while writing and can serve as a valuable scaffold to independent spelling.
- Be precise about the language of instruction. (e.g., Say "*cat* and *hat* rhyme because they both end in /at/."

What Are Key Academic Terms I Need to Know?

continuous sounds: sounds that can be stretched (e.g., f, l, m, n, r, s)
deletion: taking away a sound from a word to form a new word
onset: the consonant, consonant blend, or digraph that comes before the vowel in a syllable (e.g., *t* in top, *bl* in black, *sh* in *ship*)
oral blending: putting together sounds to form a word
oral segmentation: taking a word apart sound-by-sound
phoneme: an individual sound
reversals: flipping the sounds in a word to make a new word (e.g., pot/top)
rime: the vowel and everything after it in a syllable (e.g., *at* in *cat*)
stop sounds: sounds that cannot be stretched (e.g., b, c, d, g, k, p, t)
substitution: replacing a sound in a word to form a new word
syllable: a unit of pronunciation containing only one vowel sound

*See ***Reading Wonders Research Base Alignment*** for additional details and research citations.

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RHYME ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will be listening for words that rhyme. We will then generate, or make, a list of rhyming words.*
STEP 2: MODEL (I DO) Using several examples, model for students how to identify and then generate rhyming words. **Teacher Tips** • Clearly state why words rhyme. Rather than saying "words rhyme because they sound the same at the end," which is technically incorrect, point out the part of the word that is the same (the rime, or vowel and consonant(s) that follow). • Indicate to students that they are doing a phonemic awareness, or listening-type, activity and add engagement to the exercise.	Say: *I am going to say two words. If the two words rhyme I will clap my hands. Listen:* let, met. *Do* let *and* met *rhyme?* *I am clapping my hands because* let *and* met *rhyme. They rhyme because they both end in the same sounds:* /et/. *Listen* /l/ /et/, let; /m/ /et/, met. *What other words rhyme with* let *and* met? *To figure that out, I need to think of words that end in* /et/. *I know one. The word* set. /s/ /et/. *The word* set *ends in* /et/, *so it rhymes with* let *and* met.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice identifying rhyming words using multiple word sets. Do the first word set with students. Then have children generate rhyming words. **Teacher Tips (Sequence)** • Carefully scaffold the lesson by beginning with two words in a word set, progressing to three, and so on. • Write the rhyming words generated on the board. List them according to spelling pattern. Underline the spelling pattern to show how rhyming words often (not always) contain the same spelling pattern. This will assist students as they spell words.	Say: *Now let's try it together. I will say two words. If the words rhyme, stand up.* let, lot bet, pet let, beg tell, sell *Let's try some harder ones. I will say a group of words. Tell me which two words in the group rhyme.* led, bad, red man, met, set let, beg, get sent, sand, bent *Let's see how many rhyming words we can say for each of the following:* red, let, beg, well, hen. *I will write the words we say on the board.*
CORRECTIVE FEEDBACK When children make mistakes during rhyme identification, segment each word to isolate the rime portion as in the model portion of the lesson. Then ask: *Do these words rhyme? Do they end with the same sounds?* When children make mistakes during rhyme generation, segment the part of the word that must rhyme (e.g., *oat* in *boat*). Guide students to add consonants, consonant blends, and consonant digraph sounds to the beginning of the rime (e.g., *oat*) to form rhyming words.	Say: *Let's check to see if* set *and* met *rhyme. I will break apart the word. Listen:* set, /s/ /et/; set *ends in* /et/; met, /m/ /et/, met *ends in* /et/. *Do* set *and* met *both end in* /et/*? Yes. Therefore,* set *and* met *rhyme.* Say: *What words rhyme with* set*? Set ends with the* /et/ *sounds. Listen:* /s/ /et/. *So, rhyming words will also end in* /et/. *Let's add some sounds to the beginning of* /et/ *to make rhyming words. Listen as I add the* /b/ *sound:* /b/ /et/, bet. *One word that rhymes with* set *is* bet.

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ODDITY TASKS ROUTINE (SOUND CATEGORIZATION)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will be listening for words that have something in common. In today's lesson, we will listen for words that begin with the same sound.*
STEP 2: MODEL (I DO) Model the task with several examples. **Teacher Tips (Sequence)** • Begin oddity task exercises by identifying initial sounds, move on to final sounds, and progress to medial sounds. • Early initial (beginning) sound exercises should contain words that start with continuous sounds. These are sounds that can be extended (e.g., /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/) and are easier for students to isolate. Once students are successful at identifying initial continuous sounds, progress to stop sounds, or sounds that cannot be extended (e.g., /b/, /d/, /g/). • Early initial sound exercises should contain words that begin with a single consonant sound (e.g., lap), rather than a consonant blend (e.g., flap). • Early final sound exercises should contain words that end with a single consonant sound (e.g., bet), rather than a consonant blend (e.g., best). • When completing medial sound tasks, remember that long vowel sounds are easier to isolate and distinguish than short vowel sounds.	Say: *I am going to say three words. Listen carefully to the beginning sound in each word. I want you to tell me which word does NOT belong. That is, I want you to tell me which word begins with a different sound.* *Listen carefully*: *set, sad, man*. [Stretch the initial sound in each word as you say it, as in /ssset/.] *Which word doesn't belong? Which word begins with a different sound*? *That's right*. Man *begins with a different sound. Listen*: /ssset/. Set *begins with* /s/. /sssad/. Sad *begins with* /s/. /mmman/. Man *begins with* /m/. *Since* set *and* sad *begin with* /s/, mad *does not belong*. Mad *begins with a different sound, the* /m/ *sound*.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice finding which word does not belong. Do the first word set with students. **Teacher Tips (Sequence)** • Carefully scaffold the lesson by beginning with three words in a word set, progressing to four, and so on.	*Now let's try it together. I will say three words. Listen to the beginning sound in each word. Tell me which word doesn't belong.* let, lot, met set, let, sad red, fell, fan nest, rest, not *Let's try some harder ones. I will say a bigger group of words. Tell me which word does not belong.* fell, fish, fan, man met, man, net, mix run, sun, set, six van, zip, vest, vase
CORRECTIVE FEEDBACK When children make a mistake, stretch the initial sound for three seconds and have children repeat the extended word (e.g. /ssset/, rather than /set/). If the word begins with a stop sound, reiterate the sound and have children repeat (e.g., /b/ /b/ /bat/, rather than /bat/). Once the error is corrected, write the word set on the board, underline the target sound-spelling (e.g., initial sound), and emphasize how the word that doesn't belong contains a different sound-spelling in the target location.	Say: *Listen as I say each word. I will stretch the first sound* /ssset/. *Repeat. What's the first sound?* /sssit/. *Repeat. What's the first sound? /sssad/. Repeat. What's the first sound?* /mmmad/. *Repeat. What's the first sound? Which word does NOT begin with /s/?* *Look at the words I wrote:* <u>s</u>et, <u>s</u>it, <u>s</u>ad, <u>m</u>ad *S*et, sit, *and* sad *all begin with the letter* s. *The letter* s *stands for* /s/. *The word* mad *does not begin with the letter* s. *M*ad *begins with the letter* m, *which stands for* /m/. *The word* mad *does not belong.*

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ORAL BLENDING ROUTINE (ONSET AND RIME)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity. Note: The *rime* is the vowel and everything after it in a syllable (e.g., *at* in *sat*). The *onset* is everything before the rime in the syllable. The onset can be a single consonant, a consonant blend, or a digraph (e.g., *s* in *sat, fl* in *flat, ch* in *chat*). Blending by onset and rime is easier than blending phoneme by phoneme.	Say: *Today we will be putting together the first sound(s) and end part of a word to make a whole word.*
STEP 2: MODEL (I DO) Model how to blend the first sound(s) (onset) and end part (rime) of a word with several examples. **Teacher Tips (Sequence)** • Begin blending words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/. • Begin blending words that begin with a single consonant sound (e.g., lip), rather than a consonant blend (e.g., flip). • Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/) and digraphs (/sh/, /ch/).	Say*: I am going to put sounds together to make a word. I'll say the first sound and then the end of a word. Then I will blend them together to say the word. Listen:* /s/ /at/, sat. *What is the word? The word is* sat.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice blending words by onset and rime. Do the first word with students. When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs. **Teacher Tip** • Select individual students to take turns once the whole group has successfully blended several words.	Say: *Listen to the word parts. Blend, or put together, the word parts to say the whole word.* /s/ /ad/ /m/ /at/ /f/ /ish/ /l/ /ip/ /r/ /un/ /n/ /est/ Say: *Now let's try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.* /h/ /ad/ /fl/ /at/ /w/ /ish/ /sl/ /ip/ /sp/ /un/ /ch/ /est/
CORRECTIVE FEEDBACK When children make mistakes during blending, model how to blend the onset and rime. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples. Note: Some children who struggle blending onset and rime, will need to go back to the easier blending task of blending syllable-by-syllable (e.g., nap-kin).	Say*: Listen as I blend the sounds* /s/ /at/, /sssat/, sat. *The word is* sat. *Repeat the sounds with me:* /s/ [Students repeat.] /at/ [Students repeat.] /sssat/ [Students repeat.] *The word is* sat. *What's the word?* *Now let's go back and try some more.*

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ORAL BLENDING ROUTINE (PHONEME BY PHONEME)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity. Note: A *phoneme* is an individual sound, such as /s/.	Say: *Today we will be blending, or putting together, sounds to make words.*
STEP 2: MODEL (I DO) Say each sound in a word. Model how to blend the sounds to make the word. Repeat with more words. **Teacher Tips (Sequence)** • Begin blending two-letter VC words, such as *am* and *it*. • Progress to CVC words. When blending CVC words, use words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/. • Begin blending CVC words that start with a single consonant sound (e.g., lip), rather than a consonant blend (e.g., flip). • Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/). • Blending phoneme by phoneme should progress from 2-phoneme words (beginning of K), to 3-phoneme words (mid-K), and then to 4- and 5-phoneme words (Grades 1-2).	Say*: I am going to put sounds together to make a word. I'll say each sound in the word. Then I will blend the sounds together to say the word. Listen:* /s/ /a/ /t/, /sssaaat/, sat. *The word is* sat.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice blending words phoneme by phoneme, or sound-by-sound. Do the first word with students. When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs. **Teacher Tip** • Select students to take turns once the group has successfully blended several words.	Say: *Listen to the sounds. Blend, or put together, the sounds to say the whole word.* /s/ /a/ /d/ /m/ /a/ /t/ /f/ /i/ /sh/ /l/ /i/ /p/ /r/ /u/ /n/ /n/ /e/ /t/ Say: *Now let's try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.* /h/ /a/ /d/ /f/ /l/ /a/ /t/ /w/ /i/ /sh/ /s/ /l/ /i/ /p/ /s/ /p/ /u/ /n/ /f/ /l/ /i/ /p/ /s/
CORRECTIVE FEEDBACK When children make mistakes during blending, stretch (or sing) the sounds together. Move your hands from right to left as you move from sound to sound to emphasize the changing sounds. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples.	Say: *Listen as I blend the sounds* /s/ /a/ /t/, /sssaaat/, sat. *The word is* sat. *Repeat the sounds with me:* /s/ [Students repeat.] /a/ [Students repeat.] /t/ [Students repeat.] /sssaaat/ [Students repeat.] *The word is* sat. *What's the word?* *Now let's go back and try some more.*

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ORAL SEGMENTATION ROUTINE (ONSET AND RIME)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity. Note: The *rime* is the vowel and everything after it in a syllable (e.g., *at* in *sat*). The onset is everything before the rime in the syllable. The onset can be a single consonant, a consonant blend, or a digraph (e.g., *s* in *sat, fl* in *flat, ch* in *chat*). Segmenting by onset and rime is easier than segmenting phoneme by phoneme.	Say: *Today we will be segmenting, or taking apart, the sounds in a word we hear. We will say the first sound and then the rest of the word.*
STEP 2: MODEL (I DO) Model how to segment the first sound(s) (onset) and end part (rime) of a word with several examples. **Teacher Tips (Sequence)** • Begin segmenting words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/. • Begin segmenting words that begin with a single consonant sound (e.g., lip), rather than a consonant blend (e.g., flip). • Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/) and digraphs (/sh/, /ch/).	Say: *I am going to segment, or take apart, a word. I'll say the first sound and then the end of a word. Listen:* sat. *The first sound in* sat *is* /s/. *What is the first sound?* /s/ *The end part of* sat *is* /at/. *What is the end part?* /at/ *Listen* sat, /s/ /at/.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice segmenting words by onset and rime. Do the first word with students. When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs. **Teacher Tip** • Select individual students to take turns once the whole group has successfully blended several words.	Say*: Listen to the word parts. Segment, or take apart, the word. Say the first sound, then the rest of the word.* sad (/s/ /ad/) mat (/m/ /at/) fish (/f/ /ish/) lip (/l/ /ip/) run (/r/ /un/) nest (/n/ /est/) Say*: Now let's try some harder ones. Say the first sounds if the word begins with a blend.* had (/h/ /ad/) flat (/fl/ /at/) wish (/w/ /ish/) slip (/sl/ /ip/) spun (/sp/ /un/) chest (/ch/ /est/)
CORRECTIVE FEEDBACK When children make mistakes during segmenting, model how to segment the onset and rime. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples. Note: Some children who struggle segmenting onset and rime, will need to go back to the easier segmentation task of segmenting syllable-by-syllable (e.g., cupcake, cup-cake).	Say: *Listen as I segment the sounds in sat:* /s/ /at/. *The first sound in* sat *is* /s/. *Repeat the sound with me:* /s/ [Students repeat.] *The rest of the word is* /at/. *Repeat.* [Students repeat.] /at/. *The sounds in* sat *are* /s/ /at/. *What are the sounds?* *Now let's go back and try some more.*

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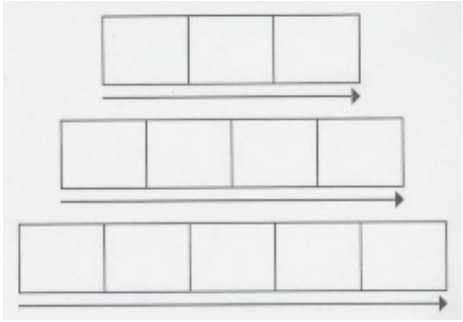
ORAL SEGMENTATION ROUTINE (PHONEME BY PHONEME)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity. Note: Use the **Response Board** to help students see and feel each sound in the word. Other tactile approaches that will help students include modeling how to stretch the sounds (like a rubber band) before students segment the word and moving your hands from right to left as you move from sound to sound.	Say: *Today we will be segmenting, or taking apart, a word sound-by-sound.*
STEP 2: MODEL (I DO) Model how to segment the sounds in a word. Repeat with several examples. **Teacher Tips (Sequence)** • Begin segmenting two-letter VC words, such as *am* and *it*. • Progress to CVC words. When segmenting CVC words, use words that start with a continuous sound—a sound that can be stretched, such as /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/. • Begin segmenting CVC words that start with a single consonant sound (e.g., lip), rather than a consonant blend (e.g., flip). • Once students have mastered words beginning with continuous sounds, progress to words that begin with stop sounds (e.g., /b/, /d/, /g/). Then proceed to words beginning with consonant blends (e.g., /fl/, /st/). • Segmenting phoneme by phoneme should progress from 2-phoneme words (beginning of K), to 3-phoneme words (mid-K), and then to 4- and 5-phoneme words (Grades 1-2).	Say: *I am going to say a word, then I will say it sound by sound. As I say each sound, I will place one counter in each box on the Response Board. Listen:* sat. [Stretch each sound three seconds so students can hear each discrete sound.] *Now I will say sat sound by sound.* /s/ [Place counter in first box.] /a/ [Place counter in second box.] /t/ [Place counter in third box.] *The word* sat *has three sounds:* /s/ /a/ /t/. [Point to each box as you say the sound.] 
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice segmenting words phoneme by phoneme, or sound-by-sound. Do the first word with students. When students are ready, progress to more complicated words, such as those beginning with stop sounds, consonant blends, or consonant digraphs. **Teacher Tip** • Select individual students to take turns once the whole group has successfully blended several words.	Say*: Listen to the sounds. Segment, or break apart, the word sound-by-sound.* sad (/s/ /a/ /d/) mat (/m/ /a/ /t/) fish (/f/ /i/ /sh/) lip (/l/ /i/ /p/) run (/r/ /u/ /n/) net (/n/ /e/ /t/) *Say: Now let's try some harder ones. Segment, or take apart, the word sound-by-sound.* had (/h/ /a/ /d/) flat (/f/ /l/ /a/ /t/) wish (/w/ /i/ /sh/) slip (/s/ /l/ /i/ /p/) spun (/s/ /p/ /u/ /n/) flips (/f/ /l/ /i/ /p/ /s/)

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CORRECTIVE FEEDBACK

When children make mistakes during segmenting, stretch the word using the rubber band technique. Have students repeat. Then use the Response Board to model how to place one counter on each box as you stretch the word and move from sound to sound. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples.

Say: *Listen and watch as I stretch the sounds in* sat, /sssaaat/. [Pretend to stretch a rubber band as you stretch, or sing together, the sounds in the word.]

Now I will move one counter onto each box as I say each sound. [Model for students.] *Now it is your turn.* [Students repeat by stretching the word and placing one counter onto each box on the Response Board to represent each sound.] *How many sounds are in the word* sat? *What are the sounds?*

Now let's go back and try some more.

CONNECT TO SPELLING

Use segmentation and the Response Board as an effective way to transition to spelling words. (Response Board reproducibles are available online.)

After students have segmented the word, have them replace each counter with a letter (or letters) to spell the word. This breaking apart and then putting together words with print will accelerate students' understanding of how words work.

Say: *What is the first sound in the word* sat? /s/. *What letter do we write for the /s/ sound?* s. *Write that letter in the first box.*

What is the next sound in the word sat? /a/. *What letter do we write for the /a/ sound?* a. *Write that letter in the second box.*

What is the last sound in the word sat? /t/. *What letter do we write for the /t/ sound?* t. *Write that letter in the last box.*

What word did we spell? That's right: sat. *When you write a word, you must think about each sound in the word and attach a spelling to that sound.*

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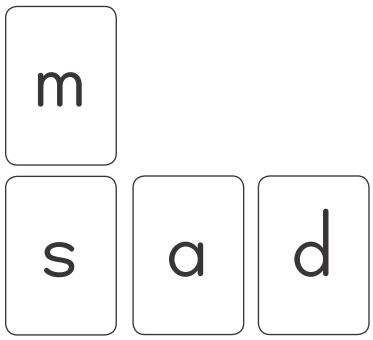
PHONEMIC MANIPULATION ROUTINE (SUBSTITUTION)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will be substituting, or replacing, a sound in a word.*
STEP 2: MODEL (I DO) Model the task with several examples. **Teacher Tips (Sequence)** • Use the following instructional sequence: initial sounds, final sounds, medial sounds, second letter in an initial blend, first letter in a final blend. • Use letter cards to demonstrate how substituting a sound results in the replacement of a letter (or spelling). A new word is made.	Say: *I am going to say a word. Then I will substitute, or replace, the first sound in the word with /s/.* *Listen:* mat. *I will replace the first sound in* mat *with /s/. The new word is* sat. *This is the word* mat. [Show the Word-Building cards *m, a, t.*] *The first sound in* mat *is* /m/. *The first letter is* m, *the letter we write for the* /m/ *sound. I will substitute the* /m/ *sound with /s/. Therefore, I will take away the letter* m, *which stands for the* /m/ *sound, and replace it with the letter* s, *which stands for the /s/ sound. The new word I made is* sat.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice substituting sounds. Say the word. Then state the replacement sound and the position in which it should be substituted. Do the first word with students. **Teacher Tip** • Have students use their *Response Boards*. They should write the word, then erase the letter or letters that stand for the sound that needs to be replaced. Finally, they complete the new word by writing the missing letter or letters for the target replacement sound.	Say: *Now let's try it together. I will say a word. I want you to replace the first sound in the word with /s/.* *mad (sad)* *fell (sell)* *hit (sit)* *rock (sock)* *fun (sun)* *bend (send)* 
CORRECTIVE FEEDBACK When children make mistakes during segmentation, use letter cards to form the word. Have students repeat with their own set of Word-Building cards. Then model how to find the target sound and spelling, remove it, and replace it with the new sound and spelling. Have students repeat. Then have students chorally blend the new word formed.	Say: *The word is* mat. *I will replace the first sound in* mat *with /s/ to make a new word.* [Make the word *mat.*] *I have made the word* mat *with Word-Building cards. The word* mat *is spelled* m, a, t. *Make the word* mat *using your Word-Building cards.* *The first sound in* mat *is* /m/. *What is the first sound?* /m/. *This is the sound I need to substitute with /s/.* *The letter* m *stands for the* /m/ *sound. What letter stands for the* /m/ *sound?* m. *That is the letter-sound that I must remove. Let's take away the letter* m. *I will replace the letter* m *with the letter that stands for the /s/ sound. The letter* s *stands for the /s/ sound. What letter stands for the /s/ sound?* s. *Place that letter at the beginning of the word, where the letter* m *once was.* *Now, watch as I blend the sounds to read the new word I formed:* /sssaaat/, sat. *The new word is* sat.

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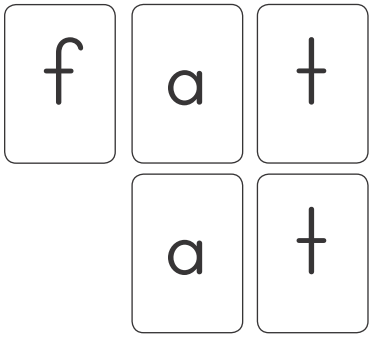
PHONEMIC MANIPULATION ROUTINE (DELETION)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will be deleting, or removing, a sound in a word.*
STEP 2: MODEL (I DO) Model the task with several examples. **Teacher Tips (Sequence)** • Use the following instructional sequence: initial sounds, final sounds, second letter in an initial blend, first letter in a final blend. • Use Word-Building cards to demonstrate how deleting a sound results a new word.	Say: *I am going to say a word. Then I will delete, or remove, the first sound.* *Listen:* mat. *I will delete the first sound in* mat. *The new word is* at. *Watch as I do this with Word-Building cards. This is the word* mat. [Show the Word-Building cards *m, a, t.*] *The first sound in* mat *is* /m/. *The first letter is* m, *the letter we write for the* /m/ *sound. I will delete, or remove, the* /m/ *sound. Therefore, I will take away the letter* m, *which stands for the* /m/ *sound. What's left are the letters* a, t. *They spell the word* at.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice deleting sounds. Say the word. Then state the position of the sound to be deleted. Do the first word with students. **Teacher Tip** • Have students use their *Response Boards*. They should write the word, then erase the letter or letters that stand for the sound that needs to be deleted. Finally, they read the new word formed.	Say*: Now let's try it together. I will say a word. I want you to delete the first sound to make a new word.* fat (at) sit (it) send (end) cup (up) gate (ate) boats (oats) 
CORRECTIVE FEEDBACK When children make mistakes during phoneme deletion, use letter cards to form the word. Have students repeat with their own set of Word-Building cards. Then model how to find the target sound and spelling, remove it, and read the new word formed. Have students repeat.	Say*: Let's try this one together. The word is* fox. *I will delete the first sound in* fox *to make a new word.* [Make the word *fox.*] *I have made the word* fox *with Word-Building cards. The word* fox *is spelled* f, o, x. *Make the word* fox *using your Word-Building cards.* *The first sound in* fox *is* /f/. *What is the first sound?* /f/. *This is the sound I need to delete, or remove.* *The letter* f *stands for the* /f/ *sound. What letter stands for the* /f/ *sound?* f. *That is the letter-sound that I must delete, or remove. Let's take away the letter* f. *Now, watch as I blend the sounds to read the new word I formed:* /oks/, ox. *The new word is* ox.

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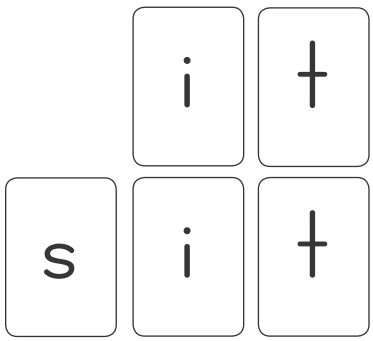
PHONEMIC MANIPULATION ROUTINE (ADDITION)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will be adding a sound to a word to make a new word.*
STEP 2: MODEL (I DO) Model the task with several examples. **Teacher Tip** • Use Word-Building cards to demonstrate how adding a sound results in a new word.	Say: *I am going to say a word. Then I will add the sound /s/ at the beginning.* *Listen: at. I will add the sound /s/. The new word is* sat. *Watch as I do this with letter cards. This is the word* at. [Show the Word-Building cards *a, t.*] *The sound I need to add at the beginning is /s/. The letter* s *stands for the /s/ sound. Watch as I add the letter* s, *then blend the new word I made:* /sssaat/, sat. *The new word I made is* sat.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice adding sounds. Say the word. Then state the position in which the sound should be added. Do the first word with students. **Teacher Tip** • Have students use their *Response Boards*. They should write the word, then write the letter or letters that stand for the sound that needs to be added in the correct position.	Say*: Now let's try it together. I will say a word. I want you to add the /s/ sound to the beginning.* it (sit) and (sand) end (send) elf (self) pin (spin) nap (snap) 
CORRECTIVE FEEDBACK When children make mistakes during phoneme addition, use letter cards to form the word. Have students repeat with their own set of letter cards. Then model how to determine the letter for the added sound and write it in the correct position. Have students repeat. Then have students chorally blend the new word formed.	Say*: Let's try this one together. The word is* pot. *I will add the sound /s/ to the beginning of* pot *to make a new word.* [Make the word *pot.*] *I have made the word* pot *with Word-Building cards. The word* pot *is spelled* p, o, t. *Make the word* pot *using your Word-Building cards.* *I need to add the sound /s/ to the beginning of* pot. *The /s/ sound is spelled with the letter* s. *Therefore, I will add the letter* s. *What letter will I add?* s. *Let's write the letter s at the beginning of the word* pot. *Now, watch as I blend the sounds to read the new word I formed:* /ssspot/, spot. *The new word is* spot.

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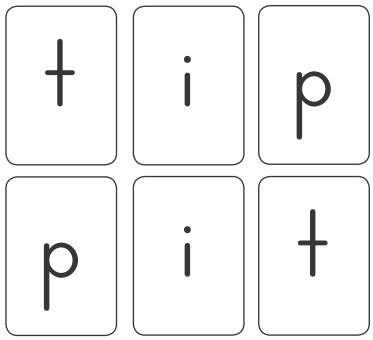
PHONEMIC MANIPULATION ROUTINE (PHONEME REVERSALS)

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will reverse, or flip, the sounds in a word to make a new word.*
STEP 2: MODEL (I DO) Model the task with several examples. **Teacher Tip** • Use letter cards to demonstrate how reversing the sounds in a word results in a new word written in opposite order (written backwards). Note: In some of the phoneme reversal activities, the new word formed is spelled differently when the sounds are reversed (e.g., let/tell; team/meat)	Say: *I am going to say a word. Then I will reverse the sounds in the word. That means I will say the sounds in reverse, or backwards, order.* *Listen:* top. *When I reverse the sounds in* top, *I start at the end of the word rather than the beginning. The new word I make is* pot. *Watch as I do this with letter cards. This is the word* top. [Show the letter cards *t, o, p* in a pocket chart.] *I will sound out the word backwards to reverse the sounds.* [Model blending the word backwards. Then reverse the order of the letters and blend the word formed.]
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Have children practice reversing sounds in words. Do the first word with students. **Teacher Tip** • Have students use their *Response Boards*. They should write the word, then say it backwards to read the new word formed.	Say*: Now let's try it together. I will say a word. I want you to reverse the sounds. That means you will say the word backwards.* *tip (pit)* *net (ten)* *pop (pop)* *nap (pan)* *team (meat)* *tell (let)* 
CORRECTIVE FEEDBACK When children make mistakes during phoneme reversals, use Word-Building Cards to form the word. Have students repeat with their own set of Word-Building Cards. Then model how to blend the word in reverse, or backwards, order.	Say*: Let's try this one together. The word is* tip*. I will reverse the sounds in the word. That means I will say the word backwards.* [Make the word *tip*.] *I have made the word* tip *with Word-Building cards. The word* tip *is spelled* t, i, p. *Make the word* tip *using your Word-Building Cards.* *Now I will sound out the word in reverse order. I will start at the letter* p *and read backwards. Watch and listen: /*piiit*/. The word is* pit*. Now you try.*

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What Is Phonics?

Phonics is the understanding that there is a relationship between sounds (phonemes) and spellings (graphemes).

Why Is Phonics Instruction Important?

Phonics instruction helps beginning readers understand the relationship between letters and sounds. It teaches students to use these relationships to read and write. Research has shown that direct systematic phonics instruction is appropriate and beneficial for advancing students' skills from kindergarten on (NICHD, 2001).

What Is a Strong Phonics Instructional Sequence?

When teaching phonics, the sequence of skills can have an impact on students' progress. Refer to these guidelines:

- Teach short-vowel sounds (in VC and CVC words) before long-vowel sounds (in CVVC words).
- Teach consonants and short vowels in combination so words can be generated as early as possible.
- Be sure the majority of the consonants taught early on are continuous consonants, such as *f, l, m, n, r,* and *s*. These consonant sounds can be stretched, or sustained, without distortion and make it easier to blend words.
- Use a sequence in which the most words can be generated. Teach high-utility letters such as *m, s,* and *t* before lower-utility letters such as *x* or *z*.
- Progress from simple to more complex sound-spellings. For example, single consonants should be taught before consonant blends and digraphs. Likewise, short vowels should be taught before long vowels, variant vowels, and diphthongs.
- Separate visually and auditorially confusing letters and sounds (e.g., e/i, b/d) in the instructional sequence.

What Are the Top Research Findings?

- Phonics instruction has a positive overall effect on reading and can benefit students of all levels.
- Phonics instruction has positive overall effects on specific skill areas including decoding, spelling, reading orally, and comprehending text.
- Phonics instruction has a lasting impact on reading. It should always be connected to reading and writing practice.
- Phonics instruction is best when it is explicit and systematic, done early and done well. The majority of phonics instruction occurs in Grades K-2, but work continues on less-common patterns, syllabication, affixes, and Greek and Latin roots well into the upper elementary years.
- Phonics and spelling instruction are interrelated processes and instruction should be linked.

How Can I Connect Research to Best Practices?

- Teach from the simplest to the most complex skills (e.g., from short vowels to final e to long vowels) and relate new knowledge to the known.
- The use of minimal contrasts (e.g., bag/big, fin/fine, cot/coat) can help children move from the known to the new.
- Lessons should be brief, fast-paced, and targeted.
- Explicitly instruct the sound-spelling relationship (e.g., the letter *s* stands for the /s/ sound).
- Model blending and provide daily practice in blending words with new and previously taught sound-spellings to build automaticity.
- Connect reading and writing through dictation (guided spelling) exercises to accelerate children's application of new sound-spellings to writing.
- Connect phonics lessons to daily, connected text reading and rereading to emphasize application and build reading fluency.
- Focus on high-utility words during instruction.
- Focus on articulation, or how the mouth forms the sound, for children whose first language is not English. Highlight those sounds and spellings that are transferable from one language to the other.

What Are Key Academic Terms?

affix: a prefix or suffix
blending: putting together sounds to read a word
closed sorts: word sorts in which the teacher decides how children will sort the words
consonant blend/cluster: two or three consonant letters that appear together in a word and the individual sounds of the letters are pronounced
decoding: sounding out a word using knowledge of letter-sounds or phonic patterns
decodable text: text in which a majority of the words are decodable (can be sounded out) based on the phonics skills taught thus far
digraph: two or more letters that together stand for one sound (e.g., sh, oa)
diphthong: a gliding sound in which the mouth changes position when pronouncing it (e.g., /ou/, /oi/)
grapheme: letter or group of letters that represent a sound
open sorts: word sorts in which the children decide how they will sort the words, thereby giving the teacher clues as to how the children are analyzing word patterns
phoneme: an individual sound
schwa: the vowel sound in an unaccented syllable ("uh")
segmentation: taking a word apart sound-by-sound and spelling-by-spelling
syllable: a unit of pronunciation with one vowel sound
word families: words that share a common ending part, called a rime (e.g., bat, cat, hat)

*See *Reading Wonders Research Base Alignment* for additional details and research citations.

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SOUND-BY-SOUND BLENDING ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity. **Teacher Tips** • Blending is an instructional priority during initial phonic reading instruction. • Instruction and practice in blending must be explicit and reintroduced when new word types are introduced, such as longer words.	Say: *Today we will practice blending sounds to make words. When I tap under a letter or spelling, you will say the sound. When I sweep my hand under two or more letters or spellings, you will blend the sounds together. When I slide my hand under the whole word, you will say the word. The more practice we have sounding out words with the letters and spellings we have learned, the better readers we will be.*
STEP 2: MODEL (I DO) Model the task with up to five examples. Use the signal techniques, such as tapping and sweeping with your finger. In addition, pay careful attention to the pace of instruction, for example, note when to pause and wait for children's response. **Teacher Tips (Sequence)** • Begin modeling using VC words such as *an* and *at*. Make sure children have been taught all the individual sound-spellings in the word prior to blending. • Continue with CVC words that begin with continuous sounds. Continuous sounds are sounds that can be stretched or prolonged, such as those made by the letters *f, l, m, n, r, s, v,* and *z*. • Continue with CVC words that begin with stop sounds. Stop sounds are sounds that cannot be stretched or prolonged, such as those made by the letters *b, c, d, g, j, k, p, t, w,* and *y*. • Then move on to CVC words that begin with stop sounds, or sounds that cannot be stretched. Since these sounds cannot be prolonged, tell children to pronounce the consonant and vowel quickly together. • Continue with the following sequence; CVCC (mask); CCVC (flat); CVCe (made); CVVC (road); CCVVC (float); CVVCC (roast), and then on to multisyllabic words. • When blending multisyllabic words, blend syllable by syllable. • Blending instruction should be related to spelling instruction. This will accelerate children's mastery of the sound-spellings and assist them in using the spellings in their writing.	Say: *I will model for you how to blend sounds. Watch and listen.* Then use the level of modeling appropriate for your children. (See below.) **Level 1: Teacher Model** Model only the first few times you do this routine. **Level 2: Oral Sounding Out** Use this level for many weeks or even months, until children become skilled at blending words. You will need to continue this level for children needing Strategic Intervention during Small Group Time. **Level 3: Internal Sounding Out** Begin to transition children to internal sounding out, or "sounding out in one's head," after months of practice doing it orally. It is important to show children how to internalize this strategy. Be sure to provide ample time for children to blend the word in their heads before saying it. Reinforce this level of blending during the reading of decodable text. **Level 4: Whole Word Reading** This is the goal of blending. Many children will naturally begin doing this as their blending skills improve because it is more efficient. You may have to remind children that they don't need to work through every word sound-by-sound if they have seen the word many times before. Therefore, they should visually scan the word and see if they recognize it prior to beginning the blending of it.

See next page for EXAMPLE teacher scripts for each level.

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Level 1: Teacher Model

I. Write *m* on the board, or display the card in a pocket chart. Say: *I will sound out this word to show you how to do it. When I tap under the letter, I will say its sound. Then you will repeat it.* Point to the letter *m*, tapping under it, as you say the sound */m/*. Then say: *Sound?* Tap under *m*. Have children chorally say the sound */m/*.

2. Write *a* on the board to form *ma*. Point to the letter, tapping under it, as you say the sound */a/*. Then say: *Sound?* Tap under *a*. Have children chorally say the sound */a/*.

3. Point just to the left of *ma*. Sweep under *m* and *a* and blend the sounds */mmmaaa/*. As you blend the sounds, stretch each sound for I to I½ seconds so children can hear each individual sound. Then say: *Blend?* Have children chorally blend the sounds as you sweep your finger under the letters.

4. Write *t* on the board to form *mat*. Point to the letter, tapping under it, as you say the sound */t/*. Then say: *Sound?* Tap under *t*. Have children chorally say the sound */t/*.

5. Point just to the left of *mat*. Sweep under *m, a, t* and blend the sounds */mmmaaat/*. Then say: *Blend?* Have children chorally blend the sounds as you sweep your finger under the letters.

6. Point just to the left of *mat*. Say: *Word?* Slide your hand quickly under the word. *mat*.

Level 2: Oral Sounding Out

I. Write *m* on the board, or display the card in a pocket chart. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound */m/*.

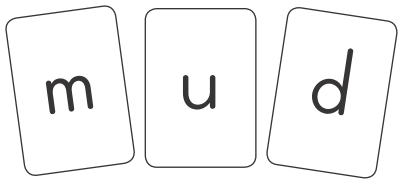
2. Write *u* on the board to form *mu*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound */u/*.

3. Point just to the left of *mu*. Sweep under *m* and *u*. Then say: *Blend?* Have children chorally blend the sounds */mmmuuu/* as you sweep your finger under the letters.

4. Write *d* on the board to form *mud*. Point to the letter, tapping under it. Then say: *Sound?* Have children chorally say the sound */d/*.

5. Point just to the left of *mud*. Sweep under *m, u, d*. Then say: *Blend?* Have children chorally blend the sounds */mmmuuud/* as you sweep your finger under the letters.

6. Point just to the left of *mud*. Say: *Word?* Slide your hand quickly under the word. *mud*.



Level 3: Internal Sounding Out

Tell children that today they will try to sound out words silently. They will say each sound "in their heads" as you point to it, then blend the sounds without speaking them. (For the first few times you use this level, you will need to model it. For example, say: *Watch my mouth. I'll say the sounds in this word to myself, then I'll say the word.* Move your lips as you say each sound, then blend the word.)

I. Write *r* on the board, or display the Word-Building Card in a pocket chart. Point to the letter, tapping under it. Say: *Sound?* Remind children not to say it out loud.

2. Write *oa* on the board to form *roa*. Point to the spelling, tapping under it. Then say: *Sound?*

3. Point just to the left of *roa*. Say: *Blend*. Sweep under *r* and *oa*. Have children silently blend the sounds as you sweep your finger under the letters.

4. Write *d* on the board to form *road*. Point to the letter, tapping under it. Then say: *Sound?*

5. Point just to the left of *road*. Say: *Blend*. Sweep under *r, oa, d*. Have children silently blend the sounds.

6. Point just to the left of *road*. Say: *Word?* Slide your hand quickly under the word. *road*.

Level 4: Whole Word Reading

I. Write *soil* on the board, or display the spelling cards *s, oi,* and *l* in the pocket chart. Tell children that you want them to quickly and silently blend the sounds to read the word.

2. Say: *When I point to the word, I want you to sound it out "in your head" without making any noise. When I signal, say the word out loud the fast way.* Point to the word, tapping under it. Pause 3 seconds to give children time to read it. Then say: *Word?*

3. Provide corrective feedback, as needed.

The soil is wet.

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STEPS	EXPLANATION/SCRIPT
STEP 3: PROVIDE GUIDED PRACTICE (WE DO) Continue to use effective signaling, corrective feedback/monitoring, and pacing procedures during this level. Guided practice using choral whole-group responses should continue until children demonstrate knowledge of the skill. Throughout the task, provide corrective feedback/monitoring using the correction procedure below, as needed. **Teacher Tips** • This part of the lesson should be brief and take between 5-10 minutes maximum. • It will be necessary to review the meanings of any unfamiliar words in the blending lines for English Learners and those with limited vocabularies. This should consist of a quick, child-friendly definition.	Provide practice blending words using the above signaling procedure, with students chorally responding. The blending word lists are located online. For most of the word lists: • Lines 1-2 contain decodable words found in the upcoming selections. • Line 3 contains minimal contrasts. • Line 4 contains a mixed list with cumulative review words. • Lines 5-7 contain sentences. Say: *Your turn.* Point to each word as children chorally read it. Provide the appropriate corrective feedback noted below, as needed. For the sentences, read one word at a time. If the word can be sounded out using the phonics skills previously learned, say: *Sound out.* If the word is a high-frequency word formally taught, say: *Word?*
STEP 4: USE CORRECTION PROCEDURE When children make mistakes during blending, we need to look at the prerequisite skills required to blend words, such as (1) the phonemic awareness skills needed to orally blend sounds, and (2) mastery of the individual sound-spellings that comprise the word. The correction procedures enable you to go back and determine where the blending breakdown occurred. say day way wait tail mail pain paint brain swayed wailed explained bat bait man main tray train book cute home race badge bikes Gail and April like to sail. Ray waited all day to play. I can make a gray snail from clay. Also online	**To correct students who make a Sound Error:** • Model the sound that children missed, then have them repeat the sound. Take note of those sounds children consistently miss and provide needs-based reteach lessons during Small Group Time. • Say: *My turn.* Tap under the letter and say: *Sound? / __ /.* Then face the children and say: *Say it with me: / __ /. Now it's your turn. Sound?* • Then return to the beginning of the word. Say: *Let's start over.* **To correct students who make a Blending Error:** • Model blending, using the appropriate signaling procedures. Say: *My turn.* • Then lead students in blending the sounds. You will respond with the children to offer support. Say: *Do it with me.* • Test students on each blending step. Say: *Your turn. Blend.* • Then return to the beginning of the word. Say: *Let's start over.* • When completed, back up two words and repeat the word reading steps, re-present the missed word, then continue on. **Vowel-First Blending** • If students struggle reading CVC Words, use vowel-first blending. • Point to the vowel, say its sound, and have children repeat. Then blend the word from the beginning.

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Steps	Explanation/script
STEP 5: PROVIDE INDEPENDENT PRACTICE (YOU DO) Random individual turns allow you an opportunity to quickly assess each child's skill level and provide additional practice opportunities for those children needing more practice before moving on in the lesson.	When it appears that the group is consistently answering all items correctly, provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors.
STEP 6: REREAD FOR FLUENCY As a final reading opportunity, have children quickly and chorally read the word lists and sentences. Children should read a word every two seconds. This will help to develop fluency with the words and spelling patterns before children read the Decodable Text.	Say: *Let's read these words and sentences one more time quickly to "show what we know." I will point to each word as you read it aloud together. Then, we'll be ready to read our story for today.*

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BLENDING AT-A-GLANCE

STEPS

1 Introduce

- ✓ Name and explain purpose of task.

2 Model (I Do)

- ✓ Use explicit modeling.
- ✓ Use appropriate signaling, pacing, and corrective feedback/monitoring techniques.
- ✓ Use Level I–4, based on children's needs and abilities.

3 Provide Guided Practice (We Do)

- ✓ Use the blending lines on the Teacher Chart.
- ✓ Keep this portion of lesson brief, 5–10 minutes.

4 Use Correction Procedure

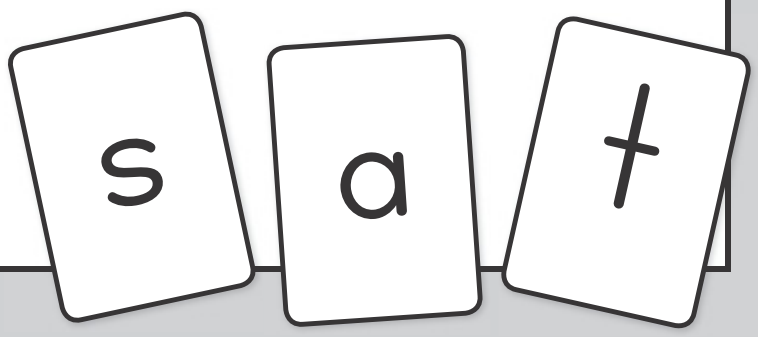
- ✓ Address Sound Errors and Blending Errors, as needed.

5 Provide Independent Practice (You Do)

- ✓ QuickCheck on individual children's skills.

6 Reread for Fluency

- ✓ Quickly and chorally reread blending lines on Teacher Chart as warm-up and preparation for the reading of the Decodable Text.



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INTRODUCING SOUND-SPELLING CARDS

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will learn a new sound and spelling.*
STEP 2: MODEL (I DO) Teach the target sound. Show the **Sound-Spelling Card**. State its name and say the sound the card represents. Then attach the sound to the name of the object, action, or animal shown. Point out the spelling or spellings focused on in the lesson. Write the spelling(s) as you say the sound. Use the handwriting models provided. **Teacher Tips** • You may wish to cover up sound-spellings not yet taught with a self-sticking note. • Play the **Sound Pronunciation Audio** to correctly model the sound's pronunciation and teach the action rhyme. • Focus on articulation using the mouth movement photos on the back of the **small Sound-Spelling Cards**. Instructions for how to describe the sound's pronunciation are included on the back of the card. • For a daily warm-up, point to each card and ask children to say the sound. • If uncommon spellings are encountered and noticed during reading, you may wish to put them on self-sticking notes and add to the appropriate Sound-Spelling Card. • Point out any color coding or hints on the cards. These include the following: ✓ Cards with dotted borders represent sounds that transfer from Spanish to English. ✓ Cards with solid borders represent sounds that do not transfer from Spanish to English. ✓ A red box before a spelling (e.g., _dge) represents that the spelling follows a short vowel sound. ✓ A line in or after the spelling (e.g., a_e, gi_) signals that a consonant is missing.	Say: *This is the* Ss *Sound-Spelling Card. The sound is /s/. The /s/ sound is spelled with the letter* s. *Say it with me: /s/. This is the sound at the beginning of the word* sun. *Listen:* /sss/ /un/, sun. *Watch as I write the letter s. I will say the sound /s/ as I write the letter several times.*

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Steps	Explanation/script
Step 3: Guided Practice/Practice (We Do/You Do) Have students practice connecting the sound and spelling through writing.	Say: *Now do it with me. Say /s/ as I write the letter.* *This time, write the letter s five times as you say the /s/ sound.*
Step 4: Build Fluency Review the sound-spellings taught to this point in the year using the Word Building Cards. This should be done on a daily basis. Maintain a set of cards representing the sound-spellings taught. Display one card at a time as students chorally say the sound. Go through all the cards at a moderate pace. Then mix the cards and repeat at a faster pace. This will help students gain automaticity with the sound-spellings and should take no more than 2-3 minutes. Remove cards after many weeks or months, once you feel most students have gained mastery of the sound-spellings.	Say: *Let's review the spellings we have learned so far. Look at the spelling on the Word Building Card. Say the sound.* [Go through all the cards.] *Now it's time for the speed challenge. Let's see how quickly we can say the sounds.* [Mix the cards and go through them at a rapid pace.] *Remember, knowing these sound-spellings quickly and accurately will help us sound out words as we read.*

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Steps

1 Introduce

- ✓ Name and explain purpose of task.

2 Model (I Do)

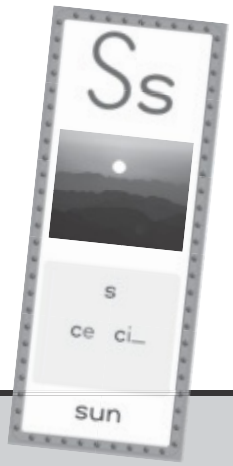
- ✓ Display the large Sound-Spelling Card and tell children the letter and name of the picture. Have students repeat.
- ✓ Say the sound the letter (or spelling) represents and connect it to the picture name. Have students repeat as you point to the letter.
- ✓ Write the letter as you say the sound.
- ✓ Point out any color coding or other hints on the cards.

3 Provide Guided Practice (We Do)

- ✓ Have students say the sound as you write the letter (or spelling).
- ✓ Have students write the letter (or spelling) five times as they say the sound.

4 Build Fluency

- ✓ Display Word Building Cards containing the new sound-spelling and all previously-taught sound-spellings. Have students chorally say the sound as you display each spelling. Mix and repeat at a faster pace.



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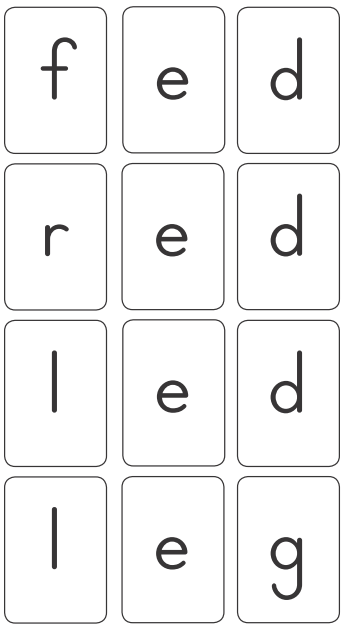
BUILDING WORDS

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE Briefly name and explain the task and its purpose to children before starting the activity.	Say: *Today we will be building, or making, words using the letters and spellings we have learned.*
STEP 2: MODEL (I DO) Place Word Building Cards in a pocket chart to form the first word you are building. Model blending the phonemes. **Teacher Tips** • Build words using the target sound-spelling. • Incorporate review sound-spellings into the exercise to build fluency. • Use minimal contrasts to help students fully analyze words and notice the unique differences between words (e.g., lip/flip, pan/pen, tap/tape, bat/boat).	Say: *Look at the word I have made in the pocket chart. It is spelled* f-e-d. *Let's blend the sounds together and read the word:* /fffeeed/, fed.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Continue changing one (or more) letters in the word. Have students chorally blend the new word formed. Do a set of at least ten words. **Teacher Tips** • For variety, ask students to change a sound in a word. For example, say "Change the first sound in *sat* to /m/. What new word will you make?" • Start by changing initial sound-spellings. Progress to changing final sound-spellings. Then change the medial vowel spellings.	Say: *Change* f *to* r. *What is the new word we made? Let's blend all the sounds together and read the word:* /rrreeed/, red. *Change* r *to* l. *What is the new word we made? Let's blend all the sounds together and read the word:* /llleeed/, led. *Change* d *to* g. *What is the new word we made? Let's blend all the sounds together and read the word:* /llleeeg/, leg. Continue with the words *beg, bet, bat, mat, met, men, pen, pan, pat, pet.*
CORRECTIVE FEEDBACK When children make mistakes during word building, model blending the new word formed.	

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What is Decodable Text?

Decodable text is text in which a high percentage of the words (75% or more of the words) are comprised of previously-taught sound-spelling relationships and the remaining words are previously-taught high-frequency words.

Why is Decodable Text Important?

Decodable Texts provide an opportunity for students to apply their skills of word reading to connected text. Decodable texts help students develop word automaticity and build fluency. The ability to read words automatically frees up students so they can focus on understanding the meaning of the text, the ultimate goal of reading. Research has shown that the use of decodable text in early reading accelerates students' knowledge and use of phonics patterns, improves their spelling, and positively affects their motivation to read (Blevins, 2000).

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DECODABLE TEXT ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: REVIEW HIGH-FREQUENCY WORDS • Display the **High-Frequency Word Cards** for the high-frequency words found in the text. • Review the words with children using the **Read/Spell/Write** Routine.	Place the following Word Building Cards in a pocket chart: *one, two, they, her, does*. Then review each one using the Read/Spell/Write Routine. **Read** Point to and say the word *one. This is the word one. It is a number word. I have one book.* [Point to the word one.] *What is the word?* **Spell** *The word one is spelled o-n-e. Spell the word one with me: o-n-e.* **Write** *Let's write the word one. Say each letter as you write it.* [Wait for students to write the word.] *What is the word?* [Continue with the remaining words.]
STEP 2: PREVIEW AND PREDICT • Read the title aloud. Ask students to discuss what they see. For English Learners, describe the first page using academic language prior to asking them about the contents. • Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson. **Teacher Tip** • This portion of the lesson should be quick and take no more than 2 minutes.	Point to the title and have students sound out each word as you run your finger under it. Then ask: • *Where are the children?* • *Why do you think the children are at a chicken coop, or chicken home?* • *Does the hen look happy? How do you know?*
STEP 3: FIRST READ (READ TOGETHER) • Turn to the first page of the Decodable Text. • Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Students should chorally read the story the first time through. • If students have difficulty, provide corrective feedback page by page as needed.	Say: *Turn to page 2. Put your finger on the first word. Let's sound out each word together. Ready? Begin.* **Corrective Feedback Models** **Choral Reading** If a student does not read a word correctly: • Model how to sound out the word, using the blending routine. • Repeat the routine with the same word, asking students to blend the sounds together with you. • Go back to the beginning of the sentence and read each word with students. **Partner Reading** Provide sentence starters to help partners provide feedback. • *The word is ____ .* (If a decodable word, have the partner model how to blend the sounds.) • *Let's say the word together, ____ .* • *Now let's read the sentence again.*

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Steps	Explanation/script
STEP 4: CHECK COMPREHENSION • Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk. • Prompt students to answer in complete sentences. • Have students find sentences in the story to support answers. • Call on students to discuss any difficult words in the selection.	Ask the following questions: • *Why did Meg and Ben want eggs?* • *Why didn't Ben get eggs? Find the sentence in the story that tells why.* • *Point to the name of the animal that has eggs.* • *Discuss with a partner why Mom didn't make eggs.*
STEP 5: SECOND READ (BUILD FLUENCY) • Have students reread the book. Use this time to differentiate instruction and practice. • Chorally reread the book with On-Level and Approaching Level students. • If Approaching Level students struggle sounding out words, provide "with you" blending models. Then review blending using the words on the word list at the end of the story (book) during Small Group time. Conclude by guiding students through a rereading of the book during the small group session. • Have Beyond Level students read the text to a partner. Partners should read alternating pages. The reader should point to each word as the listener follows in his or her book. Students then switch roles. Have partners retell the story to each other. • On Day 2 of the Decodable Text lesson, use this time to teach an accelerated skill minilesson, such as the one provided in the Teacher's Edition.	Say: *Great job working through the story. Now let's reread the story to make sure we can read all of the words.*
STEP 6: CUMULATIVE REVIEW As time allows throughout the week (and always on DAY 5), have students reread this week's decodable stories and as many previous stories as possible.	

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Steps

1 Review High-Frequency Words

- ✓ Display the High-Frequency Word Cards for the high-frequency words found in the text.
- ✓ Review the words with children using the **Read/Spell/Write** Routine.

2 Model (I Do)

- ✓ Read the title aloud. Ask students to discuss what they see on the cover. For English Learners, describe the cover using academic language prior to asking them about the cover's contents.
- ✓ Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson.

3 First Read (We Do)

- ✓ Turn to the first page of the text.
- ✓ Have students point to each word, sounding out decodable words and saying the high-frequency words quickly. Students should chorally read the story the first time through.
- ✓ If students have difficulty, provide corrective feedback page by page as needed.

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Steps

4 Check Comprehension

- ✓ Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk.
- ✓ Ask students to answer in complete sentences.
- ✓ Have students find sentences in the story to support answers.
- ✓ Call on students to discuss any difficult words in the selection.

5 Second Read (You Do)

- ✓ Have students reread the text. This time differentiate instruction and practice.

6 Cumulative Review

- ✓ Have students reread this week's and previous weeks' stories to build fluency.

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What Is a Syllable?

A syllable is a unit of pronunciation. Each syllable contains only one vowel sound. Finding the vowels (or vowel spellings) in a word is an important first step in breaking a word into syllables. Each syllable may have more than one vowel letter, but only one vowel sound, as in *boat*.

Why Is Syllabication Important?

To decode multisyllabic words, students must be able to divide words into recognizable chunks. Students need practice in dividing words into syllables to decode longer, unfamiliar words.

Basic Syllable Patterns

There are six basic syllable patterns that comprise most of the syllables in English words (Moats). Use the routine that follows to teach students how to read multisyllabic words with the following syllable patterns.

1. **Closed Syllables** These syllables end in a consonant. The vowel is "closed in" by the consonants and the sound is usually short. (rab/bit)
2. **Open Syllables** These syllables end in a vowel. The vowel sound is usually long; the vowel is open and free to say its name. (ti/ger)
3. **Consonant + le Syllables** When a word ends in *le*, the consonant that precedes it plus the letters *le* form the final syllable. (han/dle)
4. **Vowel Team/Digraph Syllables** When a vowel digraph appears in a word, the vowels act as a team and must remain in the same syllable. (crea/ture)
5. **r-Controlled Vowel Syllables** When a vowel is followed by the letter *r*, the vowel and the letter *r* act as a team and must remain in the same syllable. (tur/tle)
6. **Final e (Silent e) Syllables** When a word ends in *e*, often the vowel before it and the letter *e* act as a team to form the vowel sound and must therefore remain in the same syllable. (be/have)

What Are the Top Research Findings?

- Phonics instruction has a positive overall effect on reading and can benefit students of all levels.
- Many students struggle when transitioning from reading one-syllable to multisyllabic words.
- Phonics instruction has positive overall effects on specific skill areas including decoding, spelling, reading orally, and comprehending text.
- Phonics instruction has a lasting impact on reading. Phonics instruction is not a means in and of itself; rather, it should always be connected to reading and writing practice.

How Can I Connect Research to Best Practices?

- Focus on helping students transition from reading one-syllable to multisyllabic words. Use contrasts in the instruction (e.g., cab/cabin, play/playful, mo/motel).
- Rather than teach a list of rules, many of which have limited applications, focus on high-utility spelling patterns and the Six Syllable Types in English.
- Teach syllabication strategies using known words then provide opportunities for students to apply the strategy in context.
- Teach the high-frequency syllables in English.
- Help students understand that each syllable contains only one vowel sound, however that sound might be represented by more than one vowel letter (e.g., oa, ee). Sometimes a consonant can act like a vowel (e.g., the *y* in *ay* or the *w* in *ow*).
- To decode multisyllabic words, students must be able to divide the words into recognizable chunks. Sorting exercises can help students rapidly recognize common word chunks such as phonograms, prefixes, suffixes, and Greek/Latin roots.
- Students can use syllabication strategies to approximate a word's pronunciation when reading. The approximation is usually close enough to recognize the word if it is in the student's speaking or listening vocabulary.
- When teaching prefixes and suffixes, instruction should focus on those with the highest utility (e.g., un, re, dis, ed, ly, er/or, tion).
- About 60% of English words are of Latin or Greek origin.

What Are Key Academic Terms I Need to Know?

affix: a prefix or suffix
morphology: the study of word parts including the awareness that words with common roots share common meanings, and that affixes change words in predictable and consistent ways

*See ***Reading Wonders Research Base Alignment*** for additional details and research citations.

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MULTISYLLABIC WORDS ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: EXPLAIN/MODEL • Define syllable. • Introduce the new syllable pattern. • Model using a sample word.	Remind students that every syllable in a word has one vowel sound. Write the word *simple* on the board. Point out that when a word ends in *–le,* the consonant before it plus the letters *–le* form the last syllable. This is called a *Consonant + le Syllable.* Underline the syllable *ple* in the word *simple*. Model how to pronounce the syllable and use it to read the whole word. Say: *I know that* -le *and the consonant before it form the last syllable in a word. Therefore, the last syllable in* s-i-m-p-l-e *is* ple. *That is pronounced* /p□l/. *This leaves* s-i-m, *which is pronounced* /sim/. *When I put the two word parts together, I get the word* simple.
STEP 2: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) • Have students practice reading common syllables and simple words using the syllable patterns. • Review previously-taught syllable types. **Teacher Tip** • Closed and Open Syllables are the most common in English words. Teach these syllable types first.	Write the Consonant + le syllables below on the board. Model how to pronounce each one. Then model how to read the sample words listed. • **ble** as in *table* • **cle** as in *uncle* • **dle** as in *riddle* • **fle** as in *ruffle* • **gle** as in *giggle* • **ple** as in *dimple* • **tle** as in *little* • **zle** as in *puzzle* Remind students that there are six common syllable types in English. Briefly review the following previously-taught syllable types: • **Open Syllables** end in a vowel and have a long vowel sound, such as *ta* in *table*. • **Closed Syllables** end in a consonant and have a short vowel sound, such as *lit* in *little*.

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STEPS	EXPLANATION/SCRIPT
STEP 3: TRANSITION TO LONGER WORDS • Write syllables and words containing the syllables on the board. Help students blend them. **Teacher Tip** • This careful scaffolding allows students to readily recognize common word parts in longer, unfamiliar words and makes the reading of multisyllabic words easier for students.	Write the word parts below on the board. Have students chorally read the word or syllable in the first column. Ask students whether it is an *Open Syllable* or a *Closed Syllable*. Help students use this information to correctly pronounce the syllable. Then ask students to underline the *Consonant + le* syllable in the longer word in the second column. Model how to read the word. When finished, have students chorally read the words. Point to each word in random order at varying speeds. can candle | fa fable sad saddle | no noble jug juggle | bri bridle wig wiggle | sta stable mid middle | ma maple man mantle | ca cable
STEP 4: BUILD WORDS • Have students build words containing the new syllable type using Word Building Cards. This "playing" with word parts is an essential part of students internalizing how multisyllabic words work and understanding the function and placement of various syllables.	Use Word Building Cards *ble, tle, ple, bub, ta, rum, rat, cat, set, ap, dim*. Have students use the words parts to build as many multisyllabic words with *Consonant + le* as possible. These and other words can be formed: *bubble, table, rumble, rattle, cattle, settle, apple, dimple*.
STEP 5: APPLY DECODING STRATEGY • Have students use the Reading Big Words strategy to decode longer, more complex multisyllabic words containing the target syllable patterns.	Guide students to use the Reading Big Words strategy to decode the following words: *befuddle, timetable, scramble, belittle, unstable*. Write each word on the board. Remind students to look for *Consonant + le* syllables in Step 3 of the decoding strategy procedure.
STEP 6: BUILD FLUENCY • Use Speed Drills throughout the week to help students build fluency recognizing the target syllable patterns. • Conduct daily syllable fluency drills using the Word Build Cards. These cards contain the 322 most common syllables in English. Students will work on approximately 10 syllables per week.	Distribute copies of the Consonant + le Speed Drill. Use the Speed Drill routine listed to help students become fluent reading words with these syllables. Use 10 Word Building Cards. Display one card at a time. Have students chorally read the common syllable. Repeat at varying speeds and in random order. Have students work with partners during independent work time to write as many words as they can containing these syllables. Add these words lists to the Big Question Board.

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READING BIG WORD STRATEGY

STEPS	EXPLANATION/SCRIPT
STEP 1: Look for word parts (prefixes) at the beginning of the word.	• Write the word *unexpected* on the board. Do not pronounce the word. • Have students read aloud Step I of the Decoding Strategy: *Look for word parts (prefixes) at the beginning of the word.* Say: *Let's look at this word. It is spelled* r-e-b-u-i-l-d-i-n-g. *This is a long word. To help me read it, I will look for parts of the word that I know. I begin by looking at the beginning. In this word I see the prefix* re. *A* **prefix** *is a word part that always appears at the beginning of a word. It changes the meaning of the word. The prefix* re *means "again." Let's underline the prefix* re. *I have seen this prefix in many words, such as* remake *and* recook.
STEP 2: Look for word parts (suffixes) at the end of the word.	Say: *Then I look at the end of the word. There are many common word parts that appear at the end of a word. These are called suffixes. A* **suffix** *can change the meaning of a word and often its part of speech. For example, it can change a noun, such as* boat, *into a verb, such as* boating. *I see the common suffix* -ing *at the end of this word.*
STEP 3: In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.	Say: *All that's left in this word are the letters* b-u-i-l-d. *These letters form the word* build. *That's a word I already know how to read.*
STEP 4: Sound out and blend together the word parts.	Say: *Let's put the word parts together:* re-build-ing.
STEP 5: Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in the sentence?"	Say: *Now let's say the word parts quickly:* rebuilding. *That's a word I have heard before. I know they were rebuilding the homes destroyed by the earthquake. Using the word parts I can also figure out what the word means. Since* re *means "again" I can figure out that* rebuilding *means "to build again."* **Decoding Strategy** **Decoding Strategy Chart** Step 1: Look for word parts (prefixes) at the beginning of the word. Step 2: Look for word parts (suffixes) at the end of the word. Step 3: In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned. Step 4: Sound out and blend together the word parts. Step 5: Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is this a word I have heard before?" Then read the word in the sentence and ask: "Does it make sense in this sentence?" © Macmillan/McGraw-Hill

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FLUENCY

What Is Fluency? Fluency is the ability to read text quickly, accurately, and with proper expression (also called prosody). Prosodic language features include appropriate phrasing, intonation, and rhythm. These three elements are identified within a text by particular punctuation. Connected text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Students excel in fluency when they are successfully able to decode print accurately and effortlessly and can make it sound as if they are talking when they read aloud.

Why Is It Important? The hallmark of a fluent reader is one who decodes and comprehends simultaneously. A fluent reader frees up his or her mental energies from basic decoding and focuses on new vocabulary and comprehension of a text.

What Are the Top Research Findings?

- Repeated oral reading instruction has a positive overall effect on reading.
- Repeated oral reading instruction has a positive impact on specific skills including reading accuracy, reading fluency, and reading comprehension.
- Guided repeated and monitored oral reading improves reading fluency and overall reading achievement.

How Can I Connect Research to Best Practices?

- Repeated readings should be a part of weekly reading practice. They are essential for all students in Grades K-4, and valuable for students needing support in Grades 5 and beyond.
- Teachers need to model aspects of fluency, such as prosody (expression, intonation), and then have children apply those skills to connected text.
- As students encounter more complex text, teachers need to model how to chunk the text into meaningful units for comprehension (e.g., proper phrasing, such as reading a prepositional phrase as a unit or reading the predicate as a unit).
- Plays are one way to encourage reluctant readers to repeatedly read a text.
- Echo reading, choral reading, and partner reading are effective practice techniques for repeated readings.
- Audio recordings are useful models for repeated readings.
- When a child reads the text with proper speed, accuracy, and expression, the child is decoding and comprehending simultaneously—the hallmark of a fluent reader. This makes oral reading a valuable assessment tool.
- Fluency should be assessed regularly. A student's oral reading fluency rate (measured in words correct per minute) is a key indicator of the student's reading progress and reading grade-level.

What Are Key Academic Terms I Need to Know?

choral reading: a reading procedure where the teacher and students read a text aloud together, maintaining the same speed and expression

echo reading: a reading procedure where the teacher (or student partner) reads the text a sentence or paragraph at a time, then the student (or partner) repeats using the same speed and expression

intonation: the rise and fall, or pitch changes, in speech prosody: expression

*See Reading Wonders Research Base Alignment for additional details and research citations.

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Oral Reading Fluency Norms

In Reading Wonders, the 50th percentile fluency range (+/- 10) of the oral reading fluency norms is identified for the different parts of the year at each grade level. The chart below provides the broader range of fluency norms of students, grades 1-6.

ORAL READING FLUENCY NORMS Grades 1-6 2005

Compiled by Jan Hasbrouck, Ph.D. & Gerald Tindal, Ph.D.

Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90	–	81	111
	75	–	47	82
	50	**–**	**23**	**53**
	25	–	12	28
	10	–	6	15
2	90	106	125	142
	75	79	100	117
	50	**51**	**72**	**89**
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	**71**	**92**	**107**
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	**94**	**112**	**123**
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	**110**	**127**	**139**
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	**127**	**140**	**150**
	25	98	111	122
	10	68	82	93

WCPM: Words correct per minute

Table summarized from:
Behaviorial Research & Teaching (2005, January). Oral Reading Fluency: 90 years of Assessment (BRT Technical Report No. 33), Eugene OR: Author

Available at http://brt.uoregon.edu/techreports/TR_33_NCORF_DescStats.pdf

Oral Reading Fluency Targets

The appropriate fluency rate for reading a given text is based upon the type of text and purpose for reading it. Students should adjust their reading rate for different text types and purposes for reading. The following Oral Reading Fluency Target Rates provide a broader range of fluency targets.General fluency rates using Word Count Per Minute (WCPM):

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10–30	30–60
2	30–60	50–80	70–90
3	50–90	70–100	80–110
4	70–110	80–120	100–120
5	80–120	100–120	110–120

(from the Florida Department of Education K-5 Reading, Writing, Listening, Speaking and Language Education Specifications, 2012)

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FLUENCY

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE **Explain what reading fluency means.**	Say: *Today we are going to work on becoming better readers. Good readers know how to read quickly and smoothly. As they read aloud, they read as if they are talking. If they read dialogue, they read it the way the character would have said it, expressing the character's emotions. While reading aloud their listeners understand what the author is trying to express.* *How do they do that? Well, when we speak, we want to get certain messages across. We do this by stressing certain words, speaking in certain tones, or even by making particular facial expressions. Good readers do the same. Only they do so by carefully grouping and emphasizing words and phrases through observation of certain punctuation.* *We'll go through examples together.*
STEP 2: MODEL (I DO) Model fluency by reading aloud using appropriate speed, accuracy, and prosody. **Teacher Tip** • Audio recordings of a text may also be used for modeling. (Audio recordings are offered through the eBooks of the Shared Reads, Literature Anthology main and paired selections, and Leveled Readers. Word-by-word tracking of the text is synchronized with the audio.)	First, select a passage from a text, such as the Student Book. Then select an aspect of fluency to model, such as intonation. Say: *When we read aloud with natural expression, we show which words go together by pausing, raising and lowering our voices, and emphasizing certain words and sounds. Today, I am going to read a passage from your Student Book. Listen to me read. Notice how fast or slow I am speaking, note any time I stop, make facial expressions or raise or lower my voice. For example, if I read a question I will raise my voice at the end. If I read an exclamation, I will say it in an excited way. If I see a comma, I will pause slightly.* READ the passage. Ask students the following: *Did I read any sentences in a special way? If so, what did I do? How?* *Was I clear? Did you understand what I was reading?* *Did the passage make sense to you? Could you tell when something was about to happen next?* READ the passage a second time, only have students follow along in their text. *This time, open your books to page _____ and follow along as I read.* (*NOTE:* If using an audio recording, supply a copy of the text. Ask students to read aloud with the audio recording using a quiet voice.)

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Steps	Explanation/script
STEP 3: PROVIDE GUIDED PRACTICE (WE DO) Both echo and choral reading are good ways to help students practice correct fluency skills. **Teacher Tip** • As you listen to your students read, offer immediate feedback on errors made. Do so by: 1) Pointing out the error; 2) Modeling how to correct it or tell them the word; 3) Ask the reader(s) to start reading from the beginning of the sentence. Since we can store in our working memories what we read for only about 8-10 seconds, it is essential that students start over at the beginning of a sentence when they make an error and/or stop to figure out a word for a lengthy period of time.	Select a short passage to read with students. Provide them with a copy of the text. **A. Echo Reading** Say: *Today, we are going to practice echo reading. I am going to read a short passage. I will then go back and read a sentence or two, and you will repeat aloud after me. Listen to the way in which I read each sentence. You will use the same speed and expression.* (For beginning readers, read one or two sentences at a time and have students repeat. For grades 2-3, use a passage of approximately 100 words. For grades 4 and above, use a passage of approximately 150-200 words.) Model a sentence or two and have students repeat, using the same intonation, phrasing, and pace. Provide corrective feedback. **B. Choral Reading** Say: *Today, we are going to practice choral reading. Read along with me as I read aloud. Once again, try to use the proper phrasing, speed, and intonation.* Use a soft voice so you can hear students, but are also guiding them. Go around the room and notice students who are struggling. Provide corrective feedback.
STEP 4: PROVIDE GROUP PRACTICE (YOU DO) Partner reading is a good way for fluent readers to practice and model their skills, while at the same time, helping their peers improve their reading skills. **Teacher Tips** • Provide sentence starters to help students offer appropriate feedback during partner reading. Examples include: 1) "That word is _____." 2) "Let's say the word together, _____. Now let's go back and return to the beginning of the sentence." • The fluency passages in the Practice Books contain Partner Fluency Feedback forms for students to complete when partner reading. You may wish to use these as models to make generic forms for partners to use with any book.	After determining the level of fluency among students, pair a more fluent reader with a less fluent one. Make sure that the range in skill levels is not too extreme; otherwise the more-skilled partner may become frustrated and the partnering will be less productive. Provide text to your students. Say: *Today, we are going to work in pairs. You will take turns reading the passage aloud to your partner.* **Fluent readers should read first, since they are modeling proper fluency skills. In order not to single out the less fluent readers, assign the more fluent readers a color, such as red. Inform the class that the "red" readers will go first, followed by the "blue" readers. *After each turn, both of you are going to talk about and each write down the answers to these questions for me:* 1) Were you able to read quickly and smoothly? 2) Was it easy to follow the punctuation marks? 3) Did you know when to stop, slow down, begin or raise your voice? 4) Did you understand what you read? 5) Were there any words you did not recognize? 6) Did your reader understand what you read? 7) Can you guess what will happen next in the story? *It is important that you help each other recognize what you find difficult and what you find easy about reading.*

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STEPS	EXPLANATION/SCRIPT
STEP 5: BUILDING and ASSESSING *Remember this:* Studies have shown that 75% of students with comprehension difficulties have underlying fluency issues (Duke, 2001). Research links standardized achievement test scores and fluency rate—the number of words read correctly per minute (Fuchs, L.S., Fuchs, D., Hosp, M., Jenkins, J. and Joseph R., 2001). **Teacher Tips** Fluency should be assessed at least three times throughout the year. According to Hasbrouck and Tindal, 2006, here are the recommended fluency gains: **GRADE FLUENCY GROWTH** Second half of grade 1: two words per week Grade 2: one to two words per week Grades 3-6: one word per week The *Oral Fluency Scale* identifies four levels of fluency behaviors. The **goal** is to move students to the highest level of fluency, Level 4. **LEVEL 1:** Student reads word-by-word; reads very slowly and choppily. **LEVEL 2**: Student reads mainly two-word phrases and at times word-by-word; groups words awkwardly, paying little attention to punctuation or meaning. **LEVEL 3**: Student reads in two-to-four word phrases; uses punctuation and groups words so the text can be interpreted; reads at an appropriate speed most of the time. **LEVEL 4:** Students read in meaningful phrases; may occasionally repeat words; reads with expression at appropriate speed. To determine *appropriate* text levels for students, examine the following: **Q:** Can the student recognize above 95% of words without assistance and at the same time have complete comprehension of the text while reading orally? **A.** If so, this student is at an *independent* reading level. **Q:** Does word recognition exceed 90%? Can a student read text with guidance from the teacher, while still being given the opportunity to practice strategies which foster reading growth? **A.** If so, this student is at an *instructional* reading level. **Q:** Is word recognition less than 90%? Is the text too difficult for a student to read without strong teacher support? **A.** If so, this student is at *frustration* reading level.	**Kindergarten and Early Grade 1** Early phonics and decoding skills as well as the ability to recognize words automatically are the keystones to developing early fluency. At Kindergarten and early Grade 1, offer opportunities for students to practice the following skills with an emphasis on accuracy and building speed. Here are some activities: **Letter Naming** Say: *Today, we are going to see how quickly you can identify the names of each letter.* Display letter cards, or use the Sound-Spelling Cards displayed in the classroom. *Name the letter I am pointing to.* First point to the letters in order, then in random order. As students have more time to practice letter identification, increase the speed with which you point to the letters. Note: Letter fluency drills occur in the Teacher's Edition lessons daily. **Phoneme Identification** Say: *Today, we are going to identify the sounds of letters.* Display upper and lowercase letters. Point to a letter. *Name the letter and the sound it makes.* Repeat, pointing to the letters more quickly each time. **Word Automaticity** Say: *Today, we'll see how quickly you can identify these words.* Display a column of 6-8 groups of words. *As I point to each word, chorally read them aloud.*

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Steps	Explanation/script
Oral Reading Fluency Beginning in the middle of the first grade, have students do a one minute fluency assessment to check on their reading progress. Follow along in a copy of the text as the student reads aloud from an unrehearsed passage. Track accuracy. Record errors such as omissions, substitutions, misreadings, insertion of words or word parts, and hesitations of more than three seconds. DON'T CONSIDER SELF-CORRECTIONS or REPETITIONS AS ERRORS. To calculate the number of words read correctly in one minute, subtract the number of errors from the total number of words read. After students finish reading, offer immediate corrective feedback. Point out any errors and model how to correct them. Have students reread the complete sentences. Provide feedback on students' expression and rate as well. REMEMBER: Assessing below-level students more frequently will help determine whether instructional interventions are having a positive effect. Use results to monitor growth. To assist you, McGraw-Hill *Reading Wonders* offers Fluency Assessments in the **Diagnostic Assessment** handbook. **Partner Work** Also have students work in pairs to do timed readings of the fluency passages in the **Practice Book**. One student reads aloud while the other students listens and marks miscues. After one minute, the listener stops the reader and marks the last word read. The partners then change roles. Remind students to use context to confirm word recognition or self-correct errors as they read. Help students set up a graph that they can use throughout the year to track the number of words they read correctly per minute.	**Sentence Fluency** Say: *Today, let's see how well we can read sentences while paying attention to punctuation. When we do this, we are able to recognize phrases, clauses, pauses, and know when to change emphasis and tone.* First, model simple three-word sentences. Read them aloud, each time stressing a different word. Example: <u>He</u> is sick. He <u>is</u> sick. He is <u>sick</u>. Ask the students: *How did the meaning of each sentence change? What caused the change?* Next, model the same sentence using different punctuation. Example: *Chris runs. Chris runs! Chris runs?* Ask the students: *How did the meaning of each sentence change this time?* *What caused the change?* Lastly, display several sentences on the board such as: *My frisky dog, whose name is Happy, ran away with my toy.* *Susanna and José are going to the movies.* *When will dinner be ready?* *Watch out!* Read each sentence a few times. First, do not pay attention to punctuation or chunking phrases. Ask the students: *Do these sentences sound funny? Why?* Next, read the sentence using proper fluency (observing punctuation, emphasis, and tone). Ask the students: *What was different about the second time I read these sentences? What specifically changed?*

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What Is Vocabulary Instruction?

Vocabulary is the knowledge of words and their meanings. *Vocabulary development* focuses on words beyond basic sight words (e.g., *I, you, he, she, it, we, they*). It involves words that are rich in meaning including conversational, general academic, and domain-specific words.

Oral vocabulary is the set of words which students learn through listening to various media, to text read aloud, and through conversations. Emergent readers have a much larger oral vocabulary than they do print vocabulary. Developing students' oral vocabulary will help them to better comprehend text read aloud to them. Oral vocabulary also helps readers recognize and make sense of words they see in print.

Why Is It Important?

Comprehension of complex text depends on understanding the words in a selection, and competent writing requires extensive and specific word knowledge. Students learn the meanings of many words indirectly as they listen to spoken language. As they read, they build rich and flexible word knowledge through informal talk, discussion, reading literature and informational texts independently, and by listening to text read aloud. Most word learning occurs indirectly and unconsciously. By increasing awareness of word parts, word relationships, and word origins, as well as using context clues within a text, students can independently determine the meaning of many unfamiliar words or concepts. However, expanding students' vocabulary must include direct instruction in specific word meaning. A student's lack of word knowledge significantly impedes his or her reading growth. Many students come to school with limited vocabularies. Accelerating the vocabularies of these students is a primary goal of early instruction.

What Words Are Taught?

The words that have the most impact on students' reading achievement are academic, or Tier 2, words. These words appear in a lot of texts and are the ones that students are least likely to know.

Tier 1 words are those commonly used in speech, such as *mom, table,* and *book*. Little instructional time needs to spent on these words, unless the student is an English learner.

Tier 2 words are those words found in many sources and have wide applicability, such as *compare, enormous,* and *vital*. A lack of knowledge of these words can severely hinder comprehension of text. A significant amount of instructional time should focus on these words.

Tier 3 words are those content-specific domain words that relate to science, history, social studies, or math. Domain words, such as *lava, adaptation, bipartisan,* and *Louisiana Purchase,* do not appear in many sources and can be taught at point of use.

What Are the Top Research Findings?

- Vocabulary development is linked to reading comprehension.
- Vocabulary instruction has a positive effect on specific skill areas including word knowledge and overall reading comprehension.
- Direct vocabulary instruction is a key to overall reading growth. Both the building of reading vocabulary and oral vocabulary must be addressed in instruction.

How Can I Connect Research to Best Practices?

- When students read, they decode (sound out) a word and connect it to a word they have stored in their speaking or listening vocabularies (oral vocabularies). Therefore, building students' oral vocabularies can assist in building their reading vocabularies. Reading aloud rich texts while highlighting new words is one effective technique.
- Students learn far more words each year than can be formally and explicitly taught. To accelerate vocabulary growth, use the formally taught words as springboards to wider word learning (e.g., teach synonyms of the word *gigantic,* or focus on the meaning of an important prefix like *un-*).
- Students learn a lot about words via their exposure to them in context. Therefore, wide and varied reading experiences can assist students in learning new words, provide the repeated exposures needed to master words, and help students apply their word knowledge to other words.
- Many students, even children who speak English as their primary language, come to school with limited vocabularies. Therefore, a larger amount of instructional time needs to be used to fill in these language gaps.
- Students need to be active when learning words.
- Helping students use new words in speech and writing can accelerate their mastery of these words.
- Students need multiple exposures to new words to master them—both in reading and writing.

*See ***Reading Wonders Research Base Alignment*** for additional details and research citations.

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Steps	Explanation/script
STEP 1: INTRODUCE Explain to students they will learn about new words	Say: *Today we will learn new vocabulary words. I will say a vocabulary word, define it, and use it in a sentence. Then, I will ask you to use the word in a sentence. The more we practice using the new words, the better readers and writers we will be.*
STEP 2: MODEL (I DO) Model the task by introducing and using several new vocabulary words. **Teacher Tips** • Introduce vocabulary words before students read the selection or while reading the text aloud. • If you read aloud, pause to give a brief explanation for each word you have chosen to teach. Teach the words after reading the story. • Say the word. Write it. Use the **Syllable Scoop technique** to pronounce the word and emphasize syllable patterns. For example, draw a small loop under each syllable in *cooperate* as you pronounce it. Co op er ate • Teach the word using the **Define/Example/Ask** routine. • **Define** the word in simple, student-friendly language. • Provide an **example** of the word in a meaningful sentence, relevant to students' lives. • **Ask** a question that requires students to apply the word. They can give an example or explanation, or identify a synonym or antonym.	Say: *I am going to say the vocabulary word so you can hear the correct pronunciation. Then I am going to define it, use it in a sentence, and ask you a question about it.* **Define/Example/Ask sample** *Cooperate* [Write the word on the board. Pronounce the word, using the Syllable Scoop technique. Have students repeat the word and correct any articulation difficulties. **Define** *To cooperate is to work together to get something done.* **Example** *I cooperate with my sister to clean our room.* **Ask** *How do you and your family cooperate to get jobs done?* *Be sure to include the vocabulary word in your response.*
STEP 3: GUIDED PRACTICE (WE DO) Throughout the week, provide daily opportunities for students to use and apply the words. Daily activities are included in the Teacher's Edition. These include sentence starters, exploring different forms of the words, and other vocabulary-building strategies developed by Beck and McKeown. See examples below. **Connect to Words** Read aloud the sentence prompts, one at a time. Engage students in a discussion. Use the discussion to evaluate each student's depth of word meaning. 1. Which would be harder to *adapt* to: a new way of getting to school or a new teacher? Why? 2. What are the qualities of a good *mentor*? 3. What does it take to *succeed* at a sport? 4. I will *succeed* in school this year because _____ . 5. A *mentor* can help me by _____ . 6. When you *adapt* to a new place, you must _____ .	Provide students with the opportunity to practice understanding the new vocabulary word within various contexts. Say: *I am going to describe some things. If what I describe is an example of people cooperating, say cooperate. If it is not, do not say anything.* • *Two children setting the table for dinner* • *Two children grabbing the same book* • *Two children putting crayons back in the box* • *Two children arguing about cleaning the pet cage* After you have introduced several words, provide additional opportunities for the class to apply and differentiate between new words.

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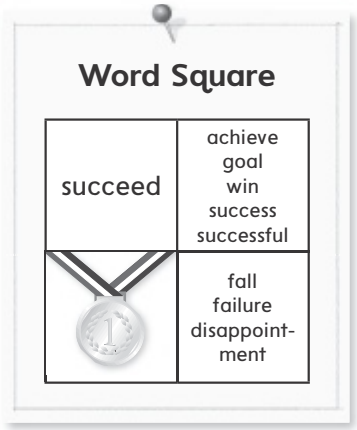
Steps	Explanation/Script
Example 2: Word Squares Ask students to create Word Squares for each word in their word study notebooks. • In the first square, students write the word. • In the second square, students write their own definitions of the word and any related words, such as synonyms. Remind students that **synonyms** are words that mean the same or nearly the same. **Related words** include words with the same base, such as *succeed, success, successful; adapt, adaptation*. • In the third square, students draw a simple illustration that will help them remember the word. They might also want to write a mnemonic that will help them remember the word. (example: *A mentor helps me learn.*) • In the fourth square, students write nonexamples, including antonyms for the word. Remind students that **antonyms** are words that mean the opposite. (example: succeed/fail) **STEP 4: PROVIDE INDEPENDENT PRACTICE (YOU DO)** Individual turns allow you an opportunity to assess each student's skill level and provide additional practice for those students who need it. Near the end of each week, students should write sentences in their word study notebooks using the words.	

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STEPS	EXPLANATION/SCRIPT
Build and Enrich Vocabulary During Close Reading of complex and authentic texts, there are many opportunities to enrich and build your students' vocabulary. In the Teacher's Editions, there are Tier 2 words selected and defined to quickly discuss as you read. These rich words help students understand what the text is about and broaden and grow their vocabulary. **Build Vocabulary** words appear at point-of-use and can be found in instruction during the Close Reading of the Literature Anthology Main Selection in grades 1 through 6, and during the Close Reading of the Literature Big Book Main Selection in Kindergarten. In all grades, the word is noted on the Teacher Edition page and defined.	As you Close Read the selection with students, take a moment to point out the Build Vocabulary words and their definitions. **Build Vocabulary** on page I32 **exotic:** colorful, striking Unlike the Define/Example/Ask Routine, the purpose of the Build Vocabulary words is to simply point out and define these rich vocabulary words to enrich and broaden students' vocabulary and promote understanding of the text.
Additional Oral Vocabulary Resources Big Books offer additional vocabulary development. After reading the Big Book, teach the vocabulary words listed on the inside back cover. Interactive Read-Aloud Cards for Grades K-2 are another source of instruction for developing students' oral vocabulary. Fully introduce the meanings of selected oral vocabulary words, one at a time. Use the examples of the vocabulary routines found on the back of the oral vocabulary cards. You can also teach the underlined words identified in each story. These are used as part of the Intensive Vocabulary Intervention materials. Weekly pre- and post-tests are available online. The Interactive Read-Aloud at the beginning of each week, offers additional opportunities to teach new vocabulary words. Teach vocabulary words from the selections. including Tier 2 words, academic vocabulary, domain words, or other unfamiliar words. Use "Talk About It" Weekly Openers to develop oral vocabulary and help build background knowledge for the concept of the week and aid in students' comprehension of texts read throughout the week. Use the words generated by discussion of the photograph as a way of introducing selected oral vocabulary. Tier 2 Intervention Vocabulary Teacher's Edition contains a list of "Words Worth Teaching," developed by Andrew Biemiller. Included are instructional suggestions for incorporating these words into your weekly instruction to assist those students with limited vocabularies. The Tier 2 Intervention Teacher's Edition can be found online.	When it appears that the class is consistently differentiating between new words, provide individual turns as a check. Call on several students to use the word in a sentence. Call on students in an unpredictable order.

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DEFINE/EXAMPLE/ASK ROUTINE

Steps	Explanation/script
STEP 1: DEFINE Tell students that throughout the year you will be introducing them to new words that will appear in many texts they read. Knowing these words will help them become better readers. When introducing these words, you will use the same **Define/Example/Ask** routine. Describe the routine to students. **Define** You will tell them the meaning of the word using student-friendly language—words they already know.	Say*: The word* enormous *means "very big."*
STEP 2: EXAMPLE You will give them an example of how the word is used, using their own common experiences.	Say: *Our school has an enormous gym. It is bigger than any other room in the school.*
STEP 3: ASK You will ask them a question that helps them connect the word to words they already know and use the word in speaking.	Say: *What have you seen that is enormous? What words mean the same, or nearly the same, as enormous? What words mean the opposite of enormous?*

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HIGH-FREQUENCY WORDS

What Are High-Frequency Words? High-frequency words are the most common words in the English language. The high-frequency words taught in are derived from established word lists, such as the *Dolch Basic Sight Vocabulary* list of the top 220 words (no nouns), the Fry top 100 words, and the *American Heritage Word Frequency Book* top 150 words in printed school English. Some of the high-frequency words in English must be taught as sight words because they do not follow regular sound-spelling patterns, such as *said, come,* and *who*.

Why Are High-Frequency Words Important? Because these words are so common in English school text, mastery of these words is necessary to fluent reading. Many of these words trip up struggling readers (such as words that begin with *th* and *wh*) and can impede comprehension when incorrectly identified during reading.

What Is the Best Way to Teach High-Frequency Words? In order to really "know" a word, the word's sound, meaning, and spelling patterns (all activated in separate parts of the brain) must be internalized. The most effective instructional strategy to facilitate this is the **Read/Spell/Write** Routine.

What About Students in the Upper Grades? Some students in grades 3 and beyond still need instruction and practice to gain fluency with the top high-frequency words. Weekly Approaching Level lessons can be found in the Teacher's Edition. Each week a small set of high-frequency words is taught and reviewed. High-Frequency Speed Drills and Fluency Phrase Charts are available on the Tier 2 Fluency Teacher's Guides online.

What About Flash Cards? Flash cards can be an effective way to increase students' automaticity in recognizing high-frequency words. One effective strategy is to write the word on the front of the card and co-create (or provide) a meaningful sentence or phrase using the word on the back of the card. In this way, students gain fluency with the word in isolation and in context. This is especially beneficial for English learners as they begin to recognize how these words are used in English sentences.

Example: of

Front of Card: of

Back of Card: We ate a slice of pizza. (Students add drawing of a slice of pizza.)

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READ/SPELL/WRITE ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: READ Tell students that throughout the year you will be introducing them to high-frequency words that will appear in many texts they read. These words either do not follow regular sound-spelling patterns or contain sound-spellings they have yet to learn. Therefore, you will be teaching them how to memorize these words by sight. Knowing these words will help them become better readers. When introducing these words, you will use the same **Read/Spell/Write** routine. Describe the routine to students. You will read aloud the word and they will repeat.	Write the word *said* on the board. Say: *This is the word* said. *What is the word?* [Students chorally repeat.]
STEP 2: SPELL Spell aloud the word. Have children repeat. Briefly point out any spelling patterns students have learned to help them distinguish this word from any other similar word and to ensure that students fully analyze the word.	Say: *The word* said *is spelled* s-a-i-d. *Spell it with me:* s-a-i-d. *What's the first sound you hear in* said*?* [Students answer /s/.] *What letter have we learned for the /s/ sound?* [Students answer s.] *What letter do you see at the beginning of the word* said*?* [Students answer s.] Repeat with the ending sound and letter.
STEP 3: WRITE Have students write the word multiple times as they spell it aloud.	Say: *Watch as I write the word* said. *I will say each letter as I write the word.* [Model on the board.] *Now it is your turn. Write the word* said *five times. Spell it aloud as you write it.* said

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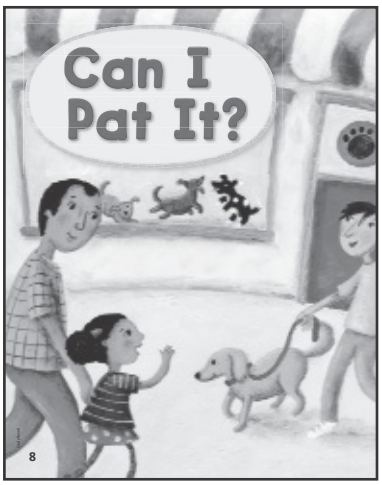
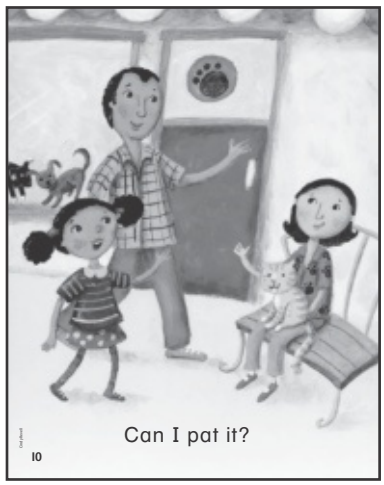
What Are Predecodable Texts?

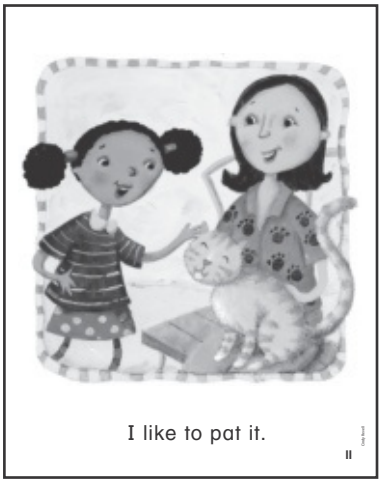
Predecodable Texts include connected text comprised of high-frequency words that students have learned. These readers may include rebus or picture clues for words that students are not yet able to decode. These texts appear in the first few units of Kindergarten. They are ideal for practicing high-frequency words in connected text, teaching students how books work, and giving students a sense of what reading is. They can also be highly motivating for early readers.

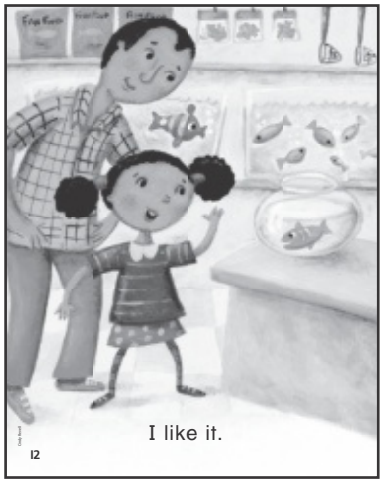
Why Are Predecodable Texts Important?

Predecodable Texts are used to develop word automaticity with taught high-frequency words and to practice fluency. They are also excellent instructional tools for practicing book handling and developing concepts of print.









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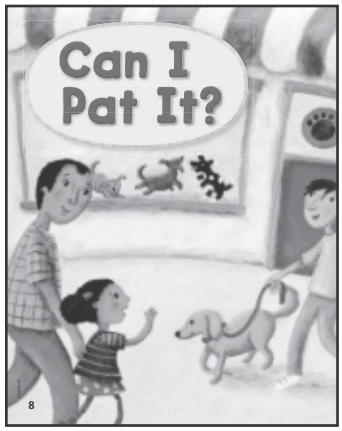
READING PRE-DECODABLES ROUTINE

STEPS	EXPLANATION/SCRIPT
STEP 1: REVIEW HIGH-FREQUENCY WORDS • Display the High-Frequency Word Cards for the high-frequency words found in the text. • Review the words with children using the Read/Spell/Write Routine. **Model Concepts of Print** • Demonstrate book handling and model how the text runs from left to right and top to bottom on a page. Emphasize the difference between the words and illustrations on a page.	Place the following High-Frequency Word Cards in a pocket chart: *a, I, like, the*. Then review each one using the **Read/Spell/Write** Routine. **Read** Point to and say the word *like. This is the word* like. *I like to read.* [Point to the word like.] *What is the word?* **Spell** *The word* like *is spelled* l-i-k-e. *Spell the word* like *with me*: l-i-k-e. **Write** *Let's write the word* like. *Say each letter as you write it.* [Wait for students to write the word.] *What is the word?* [Continue with the remaining words.]
STEP 2: PREVIEW AND PREDICT • Read the title aloud. Ask students to discuss what they see on the cover. For English Learners, describe the cover using academic language prior to asking them about the cover's contents. • Then ask what they think will happen in the story. Use the questions and prompts provided in the lesson. **Review the Rebuses** • If rebuses are used in the book, review the illustrations with students. **Teacher Tip** • This portion of the lesson should be quick and take no more than 2 minutes.	Point to the book's title and have students chorally read each word as you run your finger under it. Then ask: • *What store are the girl and her father near?* • *What might they want to buy?* 
STEP 3: FIRST READ (READ TOGETHER) • Turn to the first page of the book. • Have students point to each word and say the high-frequency words quickly. Students should chorally read the story the first time through. • If students have difficulty, provide corrective feedback page by page as needed.	Say: *Look at page 2. Put your finger on the first word. Let's read each word together. Ready? Begin.* **Corrective Feedback Models** **Choral Reading** If a student does not read a word correctly: • Model how to read the word, using the Read/Spell/Write routine. • Go back to the beginning of the sentence and read each word with students. **Partner Reading** Provide sentence starters to help partners provide feedback. • *The word is ____ .* • *Let's say the word together, ____ .* • *Now let's read the sentence again.*

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STEP 4: CHECK COMPREHENSION

- Ask questions that focus on overall comprehension and prompt students to revisit the text. At least one of the questions should involve partner talk.
- Ask students to answer in complete sentences.
- Have students find sentences in the story to support answers.
- Call on students to discuss any difficult words in the selection.

Ask the following questions:

- *Point to the young girl on page 10.*
- *Choose two places on the map. How are they the same?*
- *Who is she waving at?*
- *Discuss with a partner why the girl might be waving to the woman with the cat.*

STEP 5: SECOND READ (BUILD FLUENCY)

- Have students reread the book with a partner. One partner reads the book in its entirety as the listener follows along by pointing to each word read. The partners then switch roles.
- Circulate, listen in, and provide corrective feedback as needed.

Say: *Great job working through the story. Now let's reread the story with partner to make sure we can read all the words.*

STEP 6: CUMULATIVE REVIEW

As time allows throughout the week (and always on DAY 5), have students reread this week's pre-decodable texts and as many previous stories as possible.

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SPELLING

STEPS	EXPLANATION/SCRIPT
STEP 1: INTRODUCE **What Is Spelling Instruction?** Spelling skills act as a link between students' oral vocabulary and their writing ability. In this program, the phonics and spelling skills are linked to accelerate students' mastery of the phonics patterns in reading and writing. **Why Is It important?** Students who master spelling skills become better readers, since the level of understanding of word structure required by spelling is deeper than the understanding fostered by word reading instruction alone. In Grades I-2, students transition from phonics to spelling lessons through the use of dictation. This guided practice technique provides the scaffolding needed for students to see how to take what they are learning in reading words and use it when writing words. See the following pages for a brief dictation routine.	Say: *Today we will practice spelling. I will begin by saying aloud a spelling word. Then I will use the spelling word in a sentence, and finally, I will repeat the spelling word. I want you to say the word softly, making each sound in the word. Then you will write the spelling word. The better we become at spelling, the better readers and writers we will be.*
STEP 2: MODEL (for Grades 1-2) (I DO) Grouping words into particular categories helps students recognize similar spelling patterns among words. **Teacher Tips** Spelling can be taught in various ways. One technique is by searching for word patterns, as you will be modeling for the students. A good way to practice spelling with all students is by using the LOOK – SAY- COVER - WRITE – CHECK method, developed and adapted by the North Coast Learning Institute. Have students LOOK at the word. (It can be in color, broken up phonetically, or associated with a picture). SAY it aloud. COVER it. WRITE it, without looking. CHECK to see if it is correct. (Students can work in groups to check one another.)	Say: *I will model for you how to remember and organize our spelling words. Each word belongs to a group of similar words. Watch and listen.* • Form categories by writing the spelling patterns on an index card. • Hold up a spelling word card. • Read the word. Blend the sounds together with students. • Spell the word and identify the spelling pattern. • Place the word card in the proper column. • Repeat with other spelling words.
STEP 3: PROVIDE GUIDED PRACTICE (WE DO) Closed Sorts, or teacher-directed sorts, are sorts in which you define the categories and model the sorting.	Display a set of word cards. Set categories for sorting by identifying a key word or spelling pattern. Model how to sort. With students, read the words in each column. **chin** chest chase chill **ship** sheep shape **thin** think **who** while whale Say: *Now, let's complete the sort together.* Hold up a word card. Read and spell the word for the class. Have students chorally repeat. Then have the students sort each word card by its spelling.

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STEP 4: PROVIDE PARTNER PRACTICE (YOU DO: PARTNERS)

Another type of sorting is *open sorts,* or *student-centered sorts*. These are sorts in which the students create their own categories. Periodically, ask students to sort words in any way they choose to check their understanding of to spelling patterns. For example, if students continue to sort by only first letter—ignoring, for example, common vowel spelling patterns—then they need more instruction and practice in identifying spelling patterns and sorting words. Phonics pattern speed drills, such as those in the *Tier 2 Intervention Fluency Teacher's Edition* will be useful.

Teacher Tip

It is good to model for students another example of sorting such as the one below:

me	**green**	**heat**	**pretty**	**Oddballs**
he	queen	eat	baby	four
we	need	leaf	pony	fold
she				

Pair up your students.

Say: *Now it's your turn. I am going to give you a set of spelling cards. Review them with your partner. Decide how you will sort your words.*

After you have sorted your words, be ready to take turns explaining to the class why you chose that particular way to sort them.

STEP 5: PROVIDE INDEPENDENT PRACTICE

(YOU DO: ON YOUR OWN)

Again, another important aspect of understanding spelling is to understand the meaning of a word within its context.

Teacher Tip

Activities can include: 1. Matching Definitions to Spelling Words; 2. Creating Analogies; 3. Identifying Synonyms; 4. Identifying Antonyms; 5. Completing Cloze Sentences; 6. Using Words in Sentences.

Pair up your students. Provide them with spelling lists.

Say: *One student in each pair will begin by reading a word in the spelling list aloud.*

The two partners will then try to come up with as many sentences for each word that they can think of within the allotted time.

Alternative 1. Word Hunts help students make connections between spelling words and reading words. A word hunt is best done after students have had time studying a set of spelling patterns.

1. Select a reading text for the word hunt. (Word hunts can also be done with text students are writing).
2. Write the key words that include the spelling partterns.
3. Model how to locate words that fit the categories.

Alternative 2. Word Study Notebooks: Students can keep a word study notebook as they study various spelling patterns. In the notebook, students can record all the various types of sorts they complete. The word study notebook can be divided into sections representing the different spelling patterns students will study.

Alternative 3. Word Study Games: Almost any card game can be adapted for word study.

1. "Go Fish" Card Game: Use the spelling Word Cards. Students must match cards with similar spelling patterns. The student with the most pairs wins.
2. Board Game: For each space on the board write a word with a spelling pattern students have studied. The first player draws from a stack of spelling Word Cards. The player reads the word and moves to the first square containing a word with the same spelling pattern.

Alternative 4. Name that Sound: Select a story that you have recently read aloud to the class. As you read, have students listen for words that contain the consonant or vowel sound you choose. After a minute, pause and ask students to say the words they heard that contained that sound.

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DICTATION ROUTINE AT-A-GLANCE

Steps

1 State the Target Word

- ✓ Pronounce the word and have students chorally repeat.
- ✓ Use the word in a simple context sentence.

2 Orally Segment the Word

- ✓ Students say the word sound-by-sound. (For multisyllabic words, students say/clap the word syllable-by-syllable.)
- ✓ Students use the Sound Boxes, as needed.

3 Connect Each Sound to a Spelling

- ✓ Ask: *What is the first sound? What letter (or letters) do we write for that sound?*

(For multisyllabic words, students spell one syllable at a time.)

- ✓ Continue with each sound and spelling in the word.
- ✓ Refer to the Sound-Spelling Cards, as needed.

For *maximum support*, tell the correct spelling for the sound and explain why.

For *intermediate support,* guide students to find the correct spelling and explain why.

For *minimal support*, students say the spelling and write it.

4 Check Spelling

- ✓ Students read the word. They ask: *Does it look right?*
- ✓ Write the correct spelling on the board for students to self-correct their work. Provide corrective feedback, such as referring to the hints on the Sound-Spelling Cards and associating the word to a known word with the same spelling pattern.

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CLOSE READING OF COMPLEX TEXT

What is Close Reading?

Close reading is the careful examination of text by the reader. In close reading, the reader reads and repeatedly rereads text for specific purposes. The reader cites evidence from the text to support answers to questions about the text, to present to an argument or to support a conclusion made based on the text. Close reading is best applied to appropriately complex text.

Complex Text is high quality text which includes a wide range of literature from different cultures and time periods. It includes informational text that helps students build a foundation of knowledge in science, social studies, history and math. Complex text is rich in content which provides the opportunity for meaningful close reading.

Factors in Determining Complex Text

There are three factors to consider when determining the complexity of a text for a particular grade level.

Quantitative Measures These measures are "countable" features such as word length, sentence length, and word frequency that can be calculated by a computer. Two tools used to determine text complexity are:

- **Lexile** The Lexile Framework for Reading uses word frequency and sentence length to measure text complexity. Lexile scores of all Reading Wonders texts are clearly identified and progress within and among grades.
- **ETS TextEvaluator™** *Reading Wonders* texts evaluated by the ETS TextEvaluator™ provide clear and definitive criteria on the features that make each text complex. Access Complex Text boxes provide specific guidance to scaffold students as they develop strategies to read complex text.

  ETS TextEvaluator™ measures more explicit features of text and includes: Connection of Ideas, Vocabulary, Sentence Structure, Organization

Qualitative Measures These measures use specific features of how a text is written or the topic of a text to determine what makes it complex. In *Reading Wonders*, clear and definitive criteria on the qualitative factors that make each text complex is provided in the Teacher's Edition. Access Complex Text boxes provide scaffolded instruction to help students access the following features: Structure (organization, genre), Language Conventionality and Clarity (specific vocabulary, sentence structure), Knowledge Demands (prior knowledge), and Levels of Meaning/Purpose (purpose, connection of ideas)

Reader and Task Considerations The readers' engagement, knowledge of the concept, and interest influence the complexity of a text, as well as the questions and tasks applied to a text.

See **Access Complex Text** on pages R57-R58.

Why is it Important?

By reading text closely, readers are able to read text critically and analytically. Anchor Standard I of the Common Core State Standards requires students to read closely to determine what the text says explicitly and to make logical inferences from the text. The standards also require that the reader cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

Wide and close reading of increasingly challenging text across the grades helps students to build a foundation for college and career readiness Through extensive reading of diverse literature, students gain literary and cultural knowledge. They also develop a deep understanding of various text structures and elements. The background knowledge that develops from reading informational texts across the disciplines allows students to become better readers in all content areas as they progress through the grades.

What is the Close Reading Routine?

Reading Wonders Close Reading Routine helps you guide students to read analytically to gain a deep understanding of a text. There are three phases to the Close Reading Routine:

Read The purpose of the first read is to figure out what the selection is about. Readers take notes to identify key ideas and details, words or phrases that are unfamiliar, parts of the text that may be confusing, and questions they have about the text. The week's skills and strategies are used to help readers understand what the text is about. At the end of the first read, readers should be able to summarize the text.

Reread Now that students understand the selection, it's time to direct them back into the text to reread specific passages to answer text-dependent questions. During the reread phase, students go deeper into text to figure out why the author did what he or she did, how the text works, and focus on craft and structure.

Close Reading Companion: During the reread phase, students apply and practice close reading using two texts from the Literature Anthology. They talk with a partner, record evidence in a graphic organizer, annotate passages, and write short answers to text-dependent questions.

Integrate The Integrate phase gives students the opportunity to go back into the texts to critically evaluate and compare them.

Close Reading Companion: On the Integrate page, students talk about and compare the selections they read during the week with a piece of fine art, photograph, song lyrics, or poem.

See **Close Reading Companion** on page R55.

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CLOSE READING ROUTINE

STEPS	EXPLANATION/SCRIPT
Read **What does the text say?** Students read the text the first time to identify key ideas and details, take notes, and summarize. **Taking Notes** Students take notes as they read to: • identify key ideas and details. • note unfamiliar words or phrases. • ask questions they may have about the text. Graphic Organizers offer another way to take notes. They should focus students' attention on the week's Comprehension Skill and provide a place to record text evidence and important information from the text. As you read the text, model how to find text evidence.	**Assign the Reading** Depending upon the needs of your students, you can: • ask students to read the text silently • read the text together with students • read the text aloud **Take Notes** • Model for students how to take notes. • When taking notes with a graphic organizer, use think alouds to model how to find text evidence. **Cite Text Evidence** • Model how to answer text-dependent questions. • At the end of the first read, help students summarize the selection.
Reread **How does the author say it?** With students, reread shorter passages of the text to answer deeper level questions about craft and structure. Teachers ask text-dependent questions so students can: • cite text evidence. • work with a partner. • generate their own questions about the text. Provide students with feedback on text evidence they cite and the conclusions they make. Allow students to provide feedback to each other as well.	**Ask Text-Dependent Questions** Have students reread sections of the text for specific purposes and to: • analyze words and phrases the author uses and how it effects the text's meaning. • work together to find and cite evidence to text-dependent questions. • use the Close Reading Companion to discuss, cite text evidence, and write short responses to text-dependent questions. Students should engage in whole group, small group and partner discussions as they search and cite text evidence.
Integrate **What does the text mean?** Students reread to integrate knowledge and ideas, critically evaluate, and make text-to-text connections. When students integrate, they: • work with a partner to cite text evidence and compare texts. • compare the selections they read during the week with fine art, photography, poetry, or song lyrics. **Short Texts and Extended Complex Texts** The Close Reading Routine can be used with any complex text. For extended complex text, chunk the first read and rereads to conduct close reading over multiple days.	**Make Connections** Students read, reread and then read again to make deeper connections within the texts and text-to-text. Have students use the Close Reading Companion to: • talk about and compare the selections they read with a photograph, song, poem, painting, mural, or sketch. • cite text evidence and write a short response to a text-dependent question

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CLOSE READING COMPANION

What It Is The Close Reading Companion is a consumable, side-by-side interactive book for students to use as they reread the Literature Anthology in grades I-6, and the Literature Big Book in Kindergarten. The book is referenced at the end of each main selection on the Respond to the Text page, in each Paired Selection lesson, and the Integrate page at the end of each week.

The Close Reading Companion focuses on the Reread and Integrate phases of Close Reading. It gives students the opportunity to apply and practice close reading using two texts from the Literature Anthology, asks deeper questions about craft and structure, gets students to interact with and identify text evidence in selections as they answer text-dependent questions, allows for collaborative conversations about text, and provides opportunities to annotate excerpts and use notes to answer bigger and deeper questions and make connections.

How to Use It The Close Reading Companion can be used flexibly based on students' needs. It can be used

- during whole group instruction.
- with small groups for differentiated instruction.
- for independent partner work.

STEPS	EXPLANATION/SCRIPT
Reread the Main Selection Students reread the Literature Anthology Main Selection in grades I-6, and the Literature Big Book Main Selection in Kindergarten. On the pages you will see: • deeper questions that mirror three of the reread questions on the Teacher Edition pages. • scaffolded questions that require students to work with a partner to reread a small portion of the selection, talk about the question, identify text evidence, and write a short response. • an even deeper level question with two or three sentence frames to focus discussion.	Have students read the question at the top of the page. Then work with students, or have them work with a partner to reread and talk about the question. During their Collaborative Conversations, students can also use the Quick Tip boxes with sentence frames to focus their discussion. Ask students to make sure to use the selection to find and record text evidence in the graphic organizer. Then students use their graphic organizers to write a short response to complete the sentence frame at the bottom of the page. For students who may need more support citing text evidence, use the scaffolded instruction from the Reread prompts in the Teacher's Edition.
Reread the Paired Selection Students reread the Literature Anthology Paired Selection in grades I-6, and the Literature Big Book Paired Selection in Kindergarten. On these pages you will see: • excerpts with photographs, captions, and text features from the selection with opportunities for your students to annotate to answer questions. • a deep question that gets students to use their annotations.	Have students use the prompts to reread and annotate the excerpt. They may be asked to record text evidence. Work with students or have them work with a partner to talk about and cite text evidence using the excerpt. On pages where there is a graph, photograph, caption, illustration, or other text feature, students can make annotations on the text feature. After making notes in the excerpts, students will be able to use their annotations to answer a deeper question about the selection. Use explanation/script above.
Integrate Students use the selections they read during the week to compare them to a photograph, song lyrics, a poem, or fine art. On this page, you will see: • a deep question that gets students to make text-to-text comparisons, talk about the art on the page, cite text evidence, and write a short response	Have students read the question at the top of the page and the Quick Tip box. Then work with students or have them work with a partner to analyze the photograph, fine art, poem, or song lyrics. Ask students to read each section carefully and talk about the question. Guide students to see the text-to-art connections.

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TEXT EVIDENCE

STEPS	EXPLANATION/SCRIPT
STEP 1: EXPLAIN Explain to students that text evidence is the words and illustrations in a text that supports an answer to a question, argument or conclusion a reader makes about the text.	Students must be taught and have many opportunities to practice the thinking required for locating relevant and accurate text evidence to support their answers in both discussions and in writing tasks.
STEP 2: MODEL (I DO) Model how to locate text evidence. Pose a specific text-dependent question and model how to: • Find where in the text to find support for your answer. • Identify relevant and specific words, phrases or sentences in the text. • Differentiate between text that explicitly states the answer to a question and text that allows the you to figure out or make a relevant inference to determine the answer. • Use the text evidence to state or write an answer to the question in your own words.	Spend time modeling and practicing how to locate areas within the text to reread in search of evidence for their answers. Literature: Use the organization or sequence of the story, illustrations, chapter titles, and key words from the question to determine which part of text to reread. Informational Texts: Chapter heads, section titles, boldface print, captions and photographs, other text features along with key words from the question will help students locate the section of the text to reread to find text evidence. Use think alouds to model how to make appropriate inferences using the evidence from the text.
STEP 3: GUIDED PRACTICE/PRACTICE (WE DO/YOU DO) Pose other text-dependent questions. Work together with students to find text evidence to answer the questions. Encourage students to generate their own questions. The "Your Turn" activities in the **Reading/ Writing Workshop** provide guided practice for finding text evidence to questions. **Provide feedback.** If students cite strong evidence, discuss why it is strong, If students cite parts of the text that are not relevant or not strong, reread with students the more appropriate text evidence. Explain why it helps support the answer. Then have students restate their answer using the text evidence. The **Your Turn Practice Book** as well as Independent Reading time provide opportunities for independent practice on finding text evidence.	**McGraw-Hill Reading Wonders Reading/Writing Workshop** scaffolds instruction using the gradual release model. Teachers begin by modeling how to find text evidence, using think alouds. Then teachers work with students to find additional text evidence. Next students have the opportunity to work in pairs then independently to find text evidence. The Collaborate icon found throughout the **Reading/ Writing Workshop** minilessons signals opportunities for partners or small groups to work together to find relevant text evidence. In these conversations, students talk through how they find the evidence, make decisions about the relevance and strength of the text evidence found, and then use the evidence to support their answers. See the **Collaborative Conversations** on page R70.

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ACCESS COMPLEX TEXT

According to Dr. Timothy Shanahan, "The ability to independently access increasingly complex text is an essential factor in students' academic success and their college and career readiness."

Reading Wonders uses appropriate complex texts to provide explicit instruction and modeling on how to close read complex texts. This enables students to:

- become proficient independent readers of a wide range of text of increasing complexity
- develop proficiency with the types of complex texts they will encounter as they progress through grades K-12 and then on into their college years
- meet success in their careers

Accessing Complex Text

It is important for all students to have access to appropriate complex text. Provide more scaffolded instruction for those students who struggle to access meaning from the text during close reading.

Features that Make Text Complex:

Purpose	Connection of Ideas	Specific Vocabulary
Genre	Sentence Structure	Prior Knowledge
Organization		

Purpose

The purpose of a complex text may be more complicated than to simply entertain, inform or persuade. Help students understand the evidence from the text that supports the purpose.

Literature: Focus student's attention on the point of view of the characters and their reaction to particular events in the story. This will help students understand the central theme or moral.

Informational Text: Work with students to determine the important details or facts of the text. This will determine if the author is trying to persuade, inform, or both.

Genre

The elements of some genres may be unfamiliar to students. Scaffolding instruction so that they attend to particular features or literary devices will be important in gaining meaning.

Literature: Model how to identify and gain meaning from specific literary devices and language (foreshadowing, metaphors, similes).

Informational Text: Focus students' attention on the text evidence from text features such as graphs, captions and other sidebar features.

Organization

Understanding how the author organizes ideas in text helps readers identify relevant text evidence to support their arguments and conclusions.

Literature: Point out non linear sequences, such as flashback sequences or foreshadowing.

Informational Text: Use text-dependent questions to help students find problems and solutions, causes and effects, or steps in a process.

Connection of Ideas

Complex text will require that readers make many relevant inferences based on evidence provided in the text. Synthesizing ideas presented in different parts of a text may need scaffolding.

Literature: Character's motivations or actions in response to the events are often critical to understanding the theme or moral of a story. Model how to synthesize ideas.

Informational Text: Assist students in understanding how the information from the different parts of the text (captions, charts, graphs, sidebars) relates.

Sentence Structure

Repeated complex sentence structures may interfere in students' ability to access meaning. Break down the information into simpler sentences. Point out the effect of unusual punctuation such as ellipses and dashes.

Literature: Focus students' attention on how dialogue is presented or the use of informal language.

Informational Text: Spend time breaking down sentences that contain important concepts. Guide students in breaking down sentences after sufficient modeling.

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Specific Vocabulary

Knowledge of vocabulary words will affect the complexity of a text. Students should be taught how to use context clues to gain meaning of unfamiliar words. Words that are central to the understanding of the text may require direct teaching.

Literature: Teach a select number of important general academic or Tier 2 words for which the text does not provide enough context clues. Idioms, regionalisms or other concept words important to the understanding can be taught directly.

Informational Text: Teach domain-specific words central to the text that are not thoroughly defined or explained within the text.

Prior Knowledge

Students might not have enough background knowledge about the topic and the text may not provide enough context. Provide some information on the topic prior to or during close reading. Be sure the information does not preempt the information students will read in the text.

Literature: Students may need some cultural or historical background.

Informational Text: Provide information on related concepts that are integral to understanding specific science, math or social studies content.

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What Is It?

Writing is used to communicate ideas, entertain, inform, persuade, and learn. Writing takes many forms ranging from opinion or informative/expository writing, to a personal narrative. To become skilled writers, students need to be able to craft strong sentences and paragraphs, as well as understand and use various writing structures.

Why Is It Important?

Strong writing skills are essential to students' success throughout school and in today's workplace. Research has shown that students improve their reading comprehension as well their writing skills when they respond to text in writing. Students need to be taught key foundational skills: how to write strong sentences and strong paragraphs that demonstrate basic grammar, usage, and mechanics skills. They must also be taught how to express their unique voices and eventually create multiple-paragraph compositions that show focus and contain clearly connected ideas. Learning strong writing skills takes years of targeted practice—developing the basic skills of good writing, examining strong writing models, observing teacher write-alouds, and revising their own works to improve skills.

Writing In *Reading Wonders*

The writing curriculum in ***Reading Wonders*** builds on what students can do and helps them develop the ability to write effectively and proficiently. Built on the Common Core Standards, the writing instruction in ***Reading Wonders*** is rich in explicit instruction, provides ample modeling and opportunities for practice, and emphasizes writing to sources.

Write to Sources

In ***Reading Wonders***, as in the Common Core Standards, students are expected to write to a prompt that requires them to support a particular opinion with text evidence, provide information about a topic, and make inferences in order to add an event to a narrative. Students must use the details of what is explicitly stated in the text to make valid claims and inferences that support their arguments or explanations.

Responding to a text in writing helps students understand a text more deeply. Writing to sources provides meaningful writing tasks including:

- quick writes to build writing fluency
- taking notes on text evidence
- writing to one or more sources
- comparing and contrasting texts

Writing Traits and Skills

To help students develop writing proficiency and create effective writing pieces, ***Reading Wonders*** teaches students how to analyze models of writing for specific traits and skills. They also analyze models of student revisions. Then students practice applying those skills in their own writing. Students write and revise shorter pieces of writing throughout each week. Guidelines for teacher and peer conferencing are provided for focused revision assignments.

Writing Process

In Kindergarten through first grade, shared writing and interactive writing help teachers model writing and allow students to participate in creating longer writing pieces. Students also write independently.

As students progress, they are asked to write longer independent pieces, working through the steps of the writing process. They develop their writing over the course of two to three weeks. Students learn how to develop real and imagined narratives, opinion/argumentative writing, and informational/explanatory texts.

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Grade(s)	Focus	Key Techniques/ Methods
Kindergarten	Develop understanding of what writing is. **Connect sounds to letters to write words and express simple ideas.** Write to Sources Learn the difference between informative, narrative, and opinion writing.	Shared Writing Interactive Writing Independent Writing Writing/Process Phonics and Dictation Sentence Starters/Frames
Grade I	Connect sounds to spellings. **Write complete sentences.** Write to Sources Focus on writing brief narrative, informational, and opinion pieces.	Shared and Interactive Writing Independent Independent Writing Writing/Process Phonics and Dictation Sentence Frames/Starters
Grades 2-6	**Write strong paragraphs and simple multiple-paragraph compositions.** Review skills (strong sentences; simple paragraphs; basic grammar, usage, and mechanics skills). Write to Sources Focus on writing narratives, informative/expository pieces, opinion texts, and research papers.	Write to Sources • take notes • cite relevant text evidence • synthesize ideas Writing Process • prewrite • draft and revise • proofread/edit • publish/evaluate Performance Tasks (3-6) • informative • opinion • narrative

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WRITE TO SOURCES

Structuring a Response	Explanation/Script
As students learn to write analytically, provide scaffolded support through writing frames.	Use the *Write to Sources* pages in the **Your Turn Practice Book** for modeling and guided practice. Student models can be found in Teacher Resources at www.connected.mcgraw-hill.com.
State a Clear Topic or Opinion Analytical writing that is based on an opinion, informative, or explanatory should begin by clearly stating the topic or opinion in the introduction.	Students practice clearly stating the opinion or the topic in the introduction of the writing. This helps the reader know the purpose of the writing.
Cite Evidence Strong analytical writing incorporates relevant evidence from the text that supports: reasons for the argument or opinion facts, definitions, or details about the topic	Students will need many opportunities to practice • identifying relevant text evidence that relates to the their opinion or topic • making inferences from the text evidence • synthesizing information gathered from more than one text • organizing their notes by grouping related ideas or information together • linking reasons for opinions or arguments together
Provide a Strong Conclusion Well-developed analytical writing will end with a conclusion that restates the opinion or restates the topic.	Use the Student Models in the **Reading/Writing Workshop** to model how to write a strong conclusion. Additional practice can be found in the Write to Sources pages in the **Your Turn Practice Boo**k and in the Genre Writing lessons.

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WRITE TO SOURCES RUBRIC

Rating 4	Rating 3
• A strong introduction clearly states the topic or opinion. • Ample, relevant text evidence is used to support the argument/opinion. • Many facts, definitions or details from the text are provided to explain or inform. • The writing is well organized, grouping related information or ideas together. • Linking words are used to link opinions to reasons or sections of information. • A strong conclusion related to the topic or opinion is included.	• Writing has a stated topic or opinion. • Relevant text evidence is included to support the argument or opinion, but more text evidence could be cited. • Some facts, definitions or details from the text are provided. • Related information or ideas are grouped together, but linking words and phrases are not often used. • A conclusion is provided.
Rating 2	**Rating 1**
• The writing topic or opinion is not clearly stated. • Few examples of text evidence are cited. • Related ideas are not grouped together. • The conclusion is not strongly related to the topic or opinion.	• An opinion or topic is not clearly stated. • There is no text evidence cited. • Information is not organized. • No conclusion is provided.

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WRITING PROCESS

STEPS	EXPLANATION/SCRIPT
STEP 1: PREWRITE • Writers think about and plan their topic. • Writers use graphic organizers and other visual devices to help them organize their thinking. • Writer's consider their audience, purpose for writing, and the focus of their topic. • Writers gather ideas and information, using outside resources as needed. They decide which information to include in their draft.	**Tip:** Distribute copies of the **Rubric** and **Anchor Papers** for the target genre.
STEP 2: DRAFT • Writers draft, or put their initial ideas about the topic, into written words. • Writers use their initial prewriting plans as a guide. They expand or modify these plans as needed. • The first draft is often in rough form.	**Tip:** Review the expert model prior to students beginning their drafts.
STEP 3: REVISE • Writers revisit their drafts to revise for content and structure. • Writers carefully reread their drafts to make sure all critical information is included, the meaning is clear, and to consider the impact and effectiveness the piece will have on the audience.	**Tip:** Use the Anchor Papers as models for students during this stage. Have students refer to the genre rubric as they consider their revisions. Remind students that revising for conventions of Standard English will improve the effectiveness of their writing. Model examples for students.
STEP 4: EDIT/PROOFREAD • Writers revisit their pieces to correct grammar, mechanics, and usage errors. • Writers understand the importance of creating correct pieces for their audience.	**Tip:** Use the **Proofreading Marks Checklist** in the *Teacher's Resource Book*. Use the **Grammar Handbook** in the **Reading/Writing Workshop** to edit their writing.
STEP 5: PUBLISH • Writers create a final version of the piece using their best handwriting or a computer software program. This final form reflects their best efforts.	**Tip:** Use this time as an opportunity to teach or reinforce handwriting and keyboarding skills.
STEP 6: PRESENT • Writers share their pieces with their audience (often classmates) and receive feedback on its content and impact. • As appropriate, writers incorporate visual displays and other media in their presentations.	**Tip:** Use the presentation lessons in ***Reading Wonders*** to help students prepare for, present, and discuss audience feedback to their presentations.

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PERFORMANCE TASKS

Performance Tasks

Informative/Opinion/Narrative Task Each week students will complete one level of writing a six-week performance task in a digital environment. Via a gamelike interface, students are assigned a task and work independently to:

- plan and conduct research
- record and synthesize information
- communicate ideas in writing and presentation

Resource Toolkit At each level, a toolkit of resources is available to students. These point-of-use resources include a variety of animated tutorials, videos, and slide presentations that students can view (and review) to help them at each level. Tools are designed to be viewed independently, with the option to be utilized in small group instruction if needed.

REVISION ASSIGNMENTS

Individualized Revision Assignments

The teacher reads a student's Writer's Notebook and writes a *revision assignment* that applies directly to that student only.

When to use *individualized revision assignments*:

- in the beginning of the school year when teachers are still helping students develop habits.
- at any time in the school year with students who are struggling with a skill.

Shared Revision Assignments

The teacher reads a group of students' Writer's Notebooks, brackets a passage in each student's Writer's Notebook, and posts a *revision assignment* that all the students in the group will complete. Each student completes the posted revision assignment by applying it to the bracketed passage in his own piece of writing. Shared revision assignments can be used with a small group of students or with the whole class.

When to use *shared revision assignments*:

Students have developed sufficient skill, for example in Topic Development, to decide independently how they might write more about one particular point.

Self-Directed Revision Assignments

The teacher posts a revision assignment where all the students can see it. Students choose a passage in their own Writer's Notebook to use to complete the posted revision assignment. Before they begin, the teacher models the process by sharing a piece of writing (e.g., an overhead projector), identifying a passage that would gain strength by becoming more focused, bracketing the passage, and completing the posted revision assignment.

Independent Revision Assignments

Students identify a passages in their Writer's Notebook and assign themselves a *revision assignment* that they complete independently. This step requires the highest degree of independence and mirrors the process that students go through when they revise their own work. Before they begin, the teacher models the process as in Self-Directed Revision Assignments.

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TEACHER CONFERENCE COMMENTS

Use teacher conferences to *affirm* that a student has used a skill effectively or to *remind* a student about how using a skill might strengthen his or her piece. Within *Reading Wonders* individual lessons, suggested comments provided are specific to that day's activity.

Affirmation Comments

- You've already got three sentences just about how you stood admiring the food. I can tell this is going to be a very focused description of your first time eating lobster, and I'm anxious to see how it turns out.
- Mmm ... describing the smell of your mom's meatballs cooking is making me hungry.
- That verb really captures how you moved into the dining room. The reader gets the sense that you were ravenous.
- Those quotation marks help me follow this conversation. Thanks for making sure I could understand it.

Reminder Comments

- I can see you're going to write about Thanksgiving. Which particular moment are you going to choose?
- I've never seen anyone do the drop stance in kung fu before saying grace. I'd love to see or hear exactly how one of your family members reacted to this moment.
- You're drawing me into the moment by showing exactly what your friends said as the food came out.
- Can you help me keep track of who is talking by putting in quotation marks?
- You say here that Marie felt bad. I'm curious how you could tell she felt that way. Try adding a couple of sentences that show how her face looked when she felt bad. Raise your hand when you're done so I can come back and see what you did.

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USING RUBRICS AND ANCHOR PAPERS

Steps

1 Distribute the Rubric and/or Anchor Paper

- ✓ Review the Rubric expectations. If using the blank rubric form, create a rubric with the class based on the specific writing assignment.
- ✓ Use the rubric to evaluate the Anchor Paper. Discuss how and why the 4 Anchor Paper is a strong model of that writing genre. Have partners compare the 4 Anchor Paper with the 2 Anchor Paper.

2 Use the Rubric and/or Anchor Papers While Writing

- ✓ Have students refer to the Rubric and Anchor Papers while drafting and editing their pieces.
- ✓ Students can use the Rubric during peer conferences to evaluate classmates' works and provide feedback.

3 Use the Rubric and/or Anchor Papers to Evaluate Writing

- ✓ Grade each completed piece using the rubric. Provide a score of 1-4. Use the Anchor Papers as models when grading.

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GRAMMAR, USAGE, AND MECHANICS

What Is It? *Grammar* is the sound, structure, and meaning system of the English language. The study of grammar includes parts of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions) which are the form of English words, and sentence structure (subjects, predicates, objects, clauses and phrases) which is the function of English.

Usage is the way in which we use grammar in speaking and writing. *Mechanics* involves the English conventions of punctuation and capitalization. Punctuation includes periods, questions marks, exclamation points, quotation marks, semicolons, apostrophes, hyphens, ellipses, parentheses, brackets, and dashes.

The *conventions* of Standard English are the more formal way in which we use grammar, usage and mechanics when we speak and write.

Why Is It Important? Knowledge of the conventions of Standard English is important to developing students' speaking and writing proficiency. Instruction should emphasize that by revising writing for these conventions, students' writing will become more effective. Depending upon the purpose and audience of writing, revising for particular grammar usage or mechanics will help make writing clearer to the reader. Using conventions of Standard English while speaking during presentations, speaking with, and among peers in the school setting, will strengthen the effect of the information they convey to their audience.

Students need many opportunities revising their writing for the use of the conventions of Standard English to understand the nuances of how it makes their writing (and speaking) more effective. The *Genre Writing* lessons in the Teacher's Editions of **McGraw-Hill Wonders** teach students how to revise for grammar and usage, such as sentence fluency or use of punctuation. The Grammar Handbook included in the Reading/ Writing Workshop is used as an important resource in revising and editing writing.

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Revising Writing for the Conventions of Standard English

As students learn to revise their writing, teach them how revising for Standard English grammar and usage will help make their writing more effective. Model examples frequently so that students understand how a strong knowledge of the English Language results in stronger writing.

Examples	How Writing Is More Effective
After the process of erosion, Dirt and rocks are then dropped in a new location.	By adding the prepositional phrase, *After the process of erosion*, the reader can better understand the steps in the process.
While we were watching, The moon rose above the trees.	The dependent clause, *While we were watching*, tells the reader what the characters noticed.
In contrast to slow-moving processes, People cannot prevent the effects of fast-moving natural disasters.	The prepositional phrase, *In contrast to slow-moving processes*, gives the reader a clue that the information that follows can be compared to the information they just read.
The Grand Canyon is an example of the effect of erosion. It ~~The Grand Canyon~~ was carved over thousands of years by the Colorado River.	Replacing *It* for the proper noun *Grand Canyon* helps make the writing less repetitive and choppy.
What would you do if you saw a skunk raise his tail? If you know anything about skunks, you would run in the opposite direction! Skunks produce a horrible-smelling spray produced by the glands under their tails. Everyday, a caribou eats over six pounds of lichen.!	Adding a question followed by a statement to start the paragraph gets the reader's attention. Changing the punctuation from a period to an exclamation point, lets the reader know that six pounds is a lot of lichen.
Eventually, Rick made other new friends. book-filled That evening, Rick sat at home in his living room.	Adding the adverb *eventually* lets the reader know that it took a while for Rick to make new friends. The adjective '*book-filled*' gives the reader another clue that Rick loved books.

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Steps

1 Define the Skill

- ✓ Explain to students what the skill is in a functional and concrete manner.

2 Explain the Skill's Importance

- ✓ Tell students when and where the skill is used and how it is important for writing.

3 Model the Skill

- ✓ Model the skill using a piece of writing or sentences generated about a writing assignment or story read.

4 Provide Independent Practice

- ✓ Use the exercises and activity pages to provide structured practice opportunities.
- ✓ Provide corrective feedback.
- ✓ Use the sentences on the practice pages for partner fluency reading opportunities.

5 Apply the Skill to Writing

- ✓ Prompt students to note their use of the skill when writing in their Writer's Notebooks.
- ✓ Have students review Writer's Notebook entries and revise or edit for the skill.

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COLLABORATIVE CONVERSATIONS

What is it? Collaborative discussions are rich, structured conversations around grade-level topics and texts. These conversations can take place prior to reading, while reading texts, and after reading. These conversations should be substantive discussions that require students to respond to ideas shared by their peers. Students need many opportunities to engage in a variety of structured conversations regarding text they are reading and topics they are learning about. These discussions should take place in various settings, including whole class, small group, and partner conversations.

Why is it Important? The discussion should engage students in meaningful dialogue that allows them to use the academic and domain-specific vocabulary they are acquiring. These conversations also support students in learning more about the topic and concept being explored.

Participation in these conversations requires specific expectations on the part of the student, both as a speaker and a listener. Students must learn to contribute relevant and accurate new information by

- staying on topic
- responding to and developing ideas that others have contributed
- summarizing and synthesizing various ideas discussed and presented
- preparing for discussions ahead of time when necessary by reading or gathering specific information.

McGraw-Hill Reading Wonders provides many opportunities for rich, grade-appropriate discussions. The collaborate symbol found throughout the instructional lessons signals to teachers to . Use these activities for meaningful practice for engaging in Collaborative Conversations in whole class, small group and partner settings.

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Model Collaborative Conversations

At the beginning of the year, use role playing to teach students about collaborative conversations.

- Role-play discussing a topic or text with a volunteer. Ask other students to observe.
- First model inappropriate speaking and listening. (For example, give responses that are off topic or talk over the speaker.)
- Ask students to point out what was not appropriate and list students' responses.
- Next, with a different volunteer, model appropriate listening and speaking.
- Ask students what was different about the second discussion. Have students compare what they observed from the two discussions and tell why one was more effective.

Establish Rules for Discussion

After role-playing exercises, work with students to develop rules such, as the following, for class room discussions.

- Take turns speaking
- Listen to the speaker
- Do not interrupt the speaker.
- Speak about the topic.

Suggested checklists for Speaking and Listening can be found in the Teacher Resources at www.connected.mcgraw-hill.com

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KINDERGARTEN and GRADE 1

Share the **Collaborative Conversations Video: Small Group Discussion** with students. After the video, ask students to tell you what they noticed. Ask: What did you notice about how the students in the video talked with each other? As you discuss the video with students, write their responses on chart paper.

Distribute **What Makes a Good Collaborative Conversation? BLM** on page R74. Read over the checklist with students. Then, replay the video and stop at the following parts. Use the checklist to discuss.

1. Part 1: Initial group discussion (stop at 0:24)
   After watching the first part of the video, students should notice that the children are talking about mud. They are not talking about the selection. Ask: What are the children talking about? How do you know they are not staying on topic? (Answer: The children are talking about pigs and mud. They are sharing their opinions.)
2. Part 2: Teacher and group discussion (stop at 1:50)
   Discuss how the teacher helps the group review the rules. Use the checklist. Ask: How is the teacher helping the children? (Answer: She reminds them of the rules for collaborative conversations. Then she reviews the discussion question and helps them think of key details.)
3. Part 3: Group discussion
   As students watch this section of the video again, help them note items on the checklist the children in the group are doing. Ask: Do you notice anything the children can be doing that they are not? Have students talk about what the children might do better. (Answer: They could talk more about each other's comments. They could have talked more about the story, instead of their feelings at the end of the conversation.)

GRADES 2 and 3

Share the **Collaborative Conversations Video: Small Group Discussion** with students. Ask them to take notes as they observe the group discussion.

Distribute What Makes a Good Collaborative Conversation? BLM on page R75. Then, replay the video and stop at the following parts. Use the checklist to discuss.

1. Part 1: Teacher and group discussion (stop at 1:12)
   Use the checklist to discuss how the teacher helps the group get ready for their collaborative conversation. (Answer: The teacher asks students to review the rules. He gives them a discussion question.)
2. Part 2: Group discussion
   Have students work with a partner. Replay the last section of the video, and ask them to note items on the checklist they see the students in the group doing. Have students comment on what they observe and list things the group in the video could be doing better. (Answer: Students could ask more questions about other group members' comments.)

GRADES 4 - 6

Share the **Collaborative Conversations Video: Small Group Discussion** with students. Ask them to take notes as they observe the group discussion.

Distribute **What Makes a Good Collaborative Conversation? BLM** checklist on page R76. Then, replay the video and stop at the following parts. Use the checklist to discuss.

1. Part 1: Initial group discussion (stop at 0:19)
   Ask students what they noticed about the group discussion. (Answer: Lorenzo makes a comment without citing text evidence.)
2. Part 2: Teacher and group discussion (stop at 1:15)
   Discuss how the teacher helps the group discuss the rules and focus the collaborative conversation. (Answer: The teacher gives the group a discussion question. She reviews the rules for a good group discussion.)
3. Part 3: Group discussion
   Have students work with a partner. Replay the last section of the video, and ask them to note items on the checklist they see the students in the group doing. Have students comment on what they observe and list things the group in the video could be doing better. (Answer: They went off topic a few times, but their discussion helped them reach a conclusion.)

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Provide Feedback

Teacher Feedback When students work in small groups or with partners, walk around the room, listening in on the conversation.

- Give positive feedback on specific aspects of the conversation to both the speaker and listener. Be sure to name the positive behavior.
- Offer examples of statements or questions that a student might say when you notice the conversation is getting off track. Again, name the behavior you are correcting.

Peer Feedback Periodically, ask pairs of students to observe conversations taking place in a whole class setting.

Provide students with the speaking and listening checklists. Ask them to note what rules are being followed and which are not.

Students should not identify individual students.

After the conversation, review student's observations. Discuss with the class what was observed.

Display Sentence Starters

Review and post the following sentence starters in the classroom. Have students refer to them whenever they are engaged in Collaborative Conversations.

Speaker: What I'm thinking is...

Listener: I think what I hear you saying is...

Speaker: I'm wondering...

Listener: I'm also wondering...

Speaker: This is confusing to me because...

Listener: I understand why you are confused...

Speaker: This reminds me of...

Listener: Can you tell me that again in a different way to help me understand...

Speaker: I figured out...

Listener: Can you tell me more about...

Speaker: My opinion is...

Listener: Can you point to text evidence that shows...

Speaker: I believe _____because...

Listener: Are there any other reasons...

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What Makes a Good Collaborative Conversation?

- ☐ Listen to the person speaking.
- ☐ Take turns speaking.
- ☐ Respect each other's feelings and ideas.
- ☐ Ask and answer questions about what others are saying about the text.
- ☐ Ask questions to get more information.
- ☐ Express your ideas clearly.

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What Makes a Good Collaborative Conversation?

- ☐ Listen to the person speaking.
- ☐ Ask questions if you don't understand something.
- ☐ Try to stay on topic.
- ☐ Take turns speaking.
- ☐ Respect each other's feelings and ideas.
- ☐ Come to the discussion prepared.
- ☐ Ask and answer questions about what others are saying about the text.
- ☐ Find text evidence to answer questions.
- ☐ Express your ideas clearly.

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What Makes a Good Collaborative Conversation?

- ☐ Listen respectfully to the person speaking and wait for your turn to talk.
- ☐ Ask questions about things you don't understand.
- ☐ Listen to and repeat directions.
- ☐ Be prepared to discuss and explore ideas about the text.
- ☐ Refer to the text to find meaning and cite text evidence.
- ☐ Ask and answer questions about what others are saying about the text.
- ☐ Listen carefully so that you can state in your own words the main points and reasons a speaker presents.
- ☐ Respect each other's feelings and ideas.
- ☐ Express your ideas clearly.

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STRATEGIES FOR CLASSROOM DISCUSSIONS

Providing multiple opportunities to speak in the classroom and welcoming all levels of participation will motivate English learners to take part in class discussions and build oral proficiency. These basic teaching strategies will encourage whole class and small group discussions for all language proficiency levels of English learners.

KEY
- ● Beginning/Emerging
- ■ Intermediate/Expanding
- ◆ Advanced/Bridging

WAIT/DIFFERENT RESPONSES

✓ Be sure to give students enough time to answer the question. They may need more time to process their ideas.

✓ Let students know that they can respond in different ways depending on their levels of proficiency. Students can:

- answer in their native language; then you can rephrase in English
- ask a more proficient EL speaker to repeat the answer in English
- answer with nonverbal cues.

Teacher: How would you describe Charlotte?

EL Response: Very nice. ●

She is nice. ■

She is very nice to Wilbur. ◆

Teacher: Yes. Charlotte is very nice and caring.

REPEAT

✓ Give positive confirmation to the answers that each English learner offers. If the response is correct, repeat what the student has said in a clear, loud voice and at a slower pace. This validation will motivate other ELs to participate.

Teacher: How would you describe the faces of the bobcats?

EL Response: They look scared. ●

They look scared of the lions. ■

They look scared of the lions waiting behind the bush. ◆

Teacher: That's right, Silvia. They are scared. Everyone show me your scared face.

REVISE FOR FORM

✓ Repeating an answer allows you to model the proper form for a response. You can model how to answer in full sentences and use academic language.

✓ When you repeat the answer, correct any grammar or pronunciation errors.

Teacher: Who are the main characters in the story *Zathura*?

EL Response: Danny and Walter is. ● Danny and Walter is the main characters. ■

Danny are main characters and Walter. ◆

Teacher: Yes. Danny and Walter are the main characters. Remember to use the verb *are* when you are telling about more than one person. Let's repeat the sentence.

All: Danny and Walter are the main characters.

REVISE FOR MEANING

✓ Repeating an answer offers an opportunity to clarify the meaning of a response.

Teacher: Where did the golden feather come from? ●

EL Response: The bird. ●

It came from the bird. ■

The golden feather came from the bird in the sky. ◆

Teacher: That's right. The golden feather came from the Firebird.

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ELABORATE

✓ If students give a one-word answer or a nonverbal cue, elaborate on the answer to model fluent speaking and grammatical patterns.

✓ Provide more examples or repeat the answer using proper academic language.

Teacher: Why is the girls' mother standing with her hands on her hips?

EL Response: She is mad. ●

She is mad at the girls. ■

She is mad at her two daughters. ◆

Teacher: Can you tell me more? Why is she mad?

EL Response: Because the girls are late. ●

She's mad because the girls are late. ■

She's mad because her daughters are late coming home. ◆

ELICIT

✓ Prompt students to give a more comprehensive response by asking additional questions or guiding them to get to an answer.

Teacher: Listen as I read the caption under the photograph. What information does the caption tell us?

EL Response: Butterfly. ●

It tells about the butterfly. ■

It tells about the butterfly in the meadow. ◆

Teacher: What did you find out about the butterfly?

EL Response: It has nectar. ●

It drinks a lot of nectar. ■

It drinks nectar from every flower. ◆

Teacher: Yes. The butterfly drinks nectar from the flower.

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Steps

Short, Focused Research Each week in ***Reading Wonders,*** students work with partners or small groups to complete short research projects to explore and learn more about the topic or concept.

Extended Research At the end of the unit, students choose one of the short projects and conduct extended research.

1 Set Research Goals

- ✓ Discuss the project. Clearly identify the research focus and end product.
- ✓ Assign group roles.
- ✓ Review the Research Roadmap for the project. (www.connected.mcgraw-hill.com; Collaborate)

2 Identify Sources

- ✓ Brainstorm and identify reliable sources, including
  - text they have read in class
  - print sources
  - digital media
  - interviews with experts

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Steps

3 Find and Record Information

- ✓ Take notes from various sources.
- ✓ Cite relevant text evidence.

4 Organize

- ✓ Review and analyze all the information collected.
- ✓ Identify the most useful information.
- ✓ Use a graphic organizer to sort and clarify categories of related information.

5 Synthesize and Present

- ✓ Determine the important points to present.
- ✓ Use audio and visual displays to enhance presentations.
- ✓ Check that key ideas are included in the presentation.
- ✓ Rehearse the presentation.

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ONLINE RESEARCH

Research-Based Writing Inquiry Space offers students in Grades 3-6 guided instruction on how to complete a formal, research-based writing project by allowing them to independently navigate a safe, game-like digital environment. Students complete one level per week for six weeks before submitting a final piece of writing and delivering an offline, in-class presentation. Inquiry Space is a part of Units 2, 3, and 4 of the Reading Wonders program, and each unit focuses on a different kind of writing. Students will produce an informative report in Unit 2, a persuasive speech or editorial in Unit 3, and an original work of fiction in Unit 4.

1. Analyze the Task

- ✓ Identify the purpose and audience for the task.
- ✓ Think about the topic and generate keywords.
- ✓ Compose a research plan.

2. Evaluate Sources

- ✓ Review sources for reliability and relevance.
- ✓ Identify and discard the one questionable or inaccurate source.

3. Take Notes

- ✓ Read the remaining three sources for useful information.
- ✓ Take detailed notes while taking care to paraphrase the sources.

4. Write an Outline or Story Map and Draft

- ✓ For Units 2 and 3, compose a thorough outline that includes a topic sentence, main ideas with supporting details, and a concluding statement.
- ✓ For Unit 4, create a story map that details the characters, setting, and plot of the narrative.
- ✓ Generate a first draft.

5. Revise and Edit Your Draft

- ✓ Hold a peer conference to receive suggestions for revision.
- ✓ Revise and edit the draft.
- ✓ Cite each source in a works cited page.
- ✓ Proofread the final draft.

6. Publish and Present

- ✓ Design an engaging presentation enhanced by visual aids or other forms of multimedia.
- ✓ Deliver a final presentation.

SHARED RESEARCH BOARD

What Is It? The Shared Research Board is a bulletin board or wall in the classroom on which students and teachers place information regarding the skills and new ideas learned in the unit under study. It is a dynamic space, changing weekly as new information is added. The texts read, discussions in class, and much of the writing done during the week will build upon students' growing knowledge of the topic. The Shared Research Board provides a space and structure for students to record this new learning.

How Do I Create It? To create a Shared Research Board, do the following:

- Select a large bulletin board or portion of a wall in the classroom.
- Write the Essential Question at the top.
- Add information regarding how the texts relate to the information learned about topic/concept, list key vocabulary words, student work samples, and postings from students regarding information found related to the topic/concept. Use note cards, sentence strips, and newsprint to add information.
- At the end of each week, briefly review the information on the board. Prompt students to search for and add other information.

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PRESENTATION RUBRIC

Before students begin to prepare their presentations of their writing or research, review with them the presentation rubric. See the Teacher Resources at www.connected.mcgraw-hill.com.

Rating 4

- Speaks clearly and at an understandable pace.
- Speaks in complete sentences, using conventions of Standard English.
- Uses appropriate facts and many relevant details.
- Presents the information in an organized and logical sequence.
- Uses audio and visual displays to enhance the presentation.

Rating 3

- Speaks clearly for most of the presentation.
- Speaks mostly in complete sentences, using conventions of Standard English throughout most of the presentation.
- Uses facts and descriptive details, many of which are relevant to the main idea or theme.
- Most of the information is presented in an organized manner.
- Uses some visual displays during the presentation.

Rating 2

- At times speaker is unclear.
- Mixes complete and incomplete sentences.
- Uses some facts and details, some of which are not relevant to the main idea or theme.
- Not all the information is presented in an organized manner.
- Lacks clear visual displays.

Rating 1

- Speaks unclearly throughout the presentation.
- Does not use complete sentences.
- Uses few facts or descriptive details.
- The information presented is not organized.
- No visual displays are used.

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Audience Participation

As students present their writing or research projects to the class, ask the class to take on an active role. Encourage collaborative conversations after each presentation.

1 During the presentation

- ✓ Take notes on information you learned or something in the presentation you liked.
- ✓ Write one or two questions you have for the presenter based on information from the presentation.

2 After the presentation

- ✓ Take turns sharing your comments about the presentation.
- ✓ Ask your questions and listen to the presenter's answers.
- ✓ Listen to the comments from other students. Tell if you agree or disagree, and explain why.

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Introduction

One of the most difficult challenges teachers face is how to deal with the multiple levels and learning needs of their students. This requires a portion of the English-Language Arts block to be devoted to small group instruction in which students receive differentiated instruction. These students may include those who are struggling with particular reading skills, English learners, or advanced learners. Managing the small group time, in which other students are working with partners or independently, is a primary task and concern. The *McGraw-Hill Reading Wonders* program has provided a series of materials to assist in this task.

Tips

- Tell students that every day there will be a time when they are expected to work on activities on their own or with partners.
- Slowly introduce the time period to students over the first few weeks of school. Reinforce rules and procedures firmly and consistently.
- Distribute the **Weekly Contract**. Review the week's expectations and tell students that they will check off each task as it is completed.
- Briefly point out the new **Workstation Activity Cards** activities for the week. Highlight how these activities will help students practice the skills they are learning during whole group lessons.
- Update and post the list of students in each group on a **Class Rotation Chart**.
- Make sure that groups are dynamic. No student should be stuck in a group for an extended period of time without their skills being re-assessed. Base the groups on individual skill needs.
- Post Small Group Independent Work Rules, such as:
  1. Use a quiet "inside" voice.
  2. Share materials.
  3. Take only the materials you need.
  4. Return materials.
  5. Do not interrupt the teacher when she or he is working with a small group.
- Establish a procedure for answering students' questions while working with a small group, such as placing a Question Chair near you in which one student waits silently until you are able to address the question, establishing a buddy system in which selected students are assigned the task of answering questions, or requiring students to post their question on a chart for you to answer when appropriate.
- Have ample books available for independent reading.

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Workstation

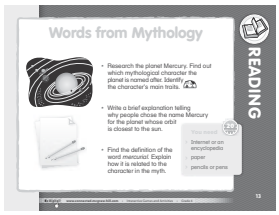
Set up workstation activities for students to complete independently while you work in small groups.

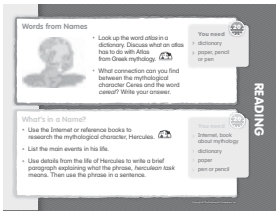
Workstation Activity Cards

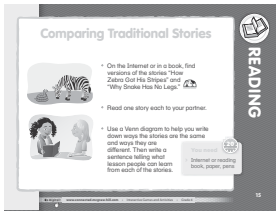
These cards include activities for Reading, Writing, Phonics/Word Study, and Science and Social Studies Workstations. The leveled activities help ensure that students can work independently. Display cards that align with skills taught in a week or have students complete activities to practice last week's skills.
www.connected.mcgraw-hill.com

Games and Activities

Use the interactive games and activities to create digital workstations.





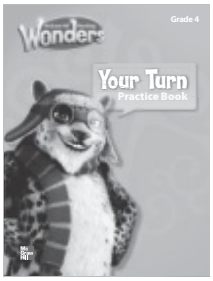


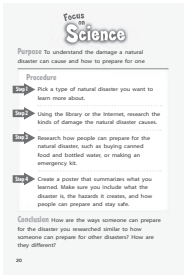
Independent Activities
Your Turn Practice Books

Assign pages from the **Your Turn Practice Book** for students to complete while you are working with small groups.

Leveled Reader Activities

Pairs of students can complete the activities found at the back of the Leveled readers as independent work.



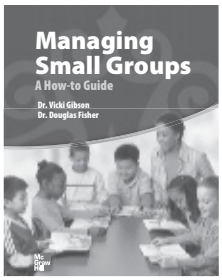


Rotation Chart

A rotation chart and directions for usage are available. Assign each student a group at the beginning of the week (or day). Post the chart in a place that is easily visible to all students. Students refer to the chart throughout the small group time to know what to do, when, and with whom.

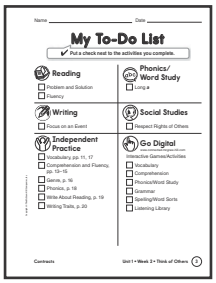
How-to Guide

A how-to guide, written by program authors Vicki Gibson and Doug Fisher, provides details on how to set up differentiated small groups and manage them effectively. This resource is ideal for new teachers or as a study group title at the beginning of each school year.



Weekly Contracts

Have students use their Weekly Contracts to manage their time while you are meeting with small groups. The contracts list the workstation, practice book, and any digital activities students are to complete. All contracts are customizable.



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Strategies for Students with Special Instructional Needs

- There are a variety of ways for students with special instructional needs to use materials and demonstrate their competence (e.g., physically forming letters for students who have dyslexia or who have difficulties writing legibly or spelling words). Modifications can be made so students have access to the materials. Examples of modifications might include student use of computers to complete pencil and paper tasks, use of on-screen scanning keyboards, enlarged keyboards, word prediction, and spellcheckers.
- Establish a safe and supportive environment in which the students are encouraged to talk and ask questions freely when they do not understand. Circulate the room frequently so they can ask questions. This also allows teachers to see that students are on task and following through as required. Assigning these students a peer buddy can also help when they are working on a partner or group assignment.
- Use a wide variety of ways to explain a concept or assignment. When appropriate, the concept or assignment may be depicted in graphic or pictorial ways, with manipulatives, or with real objects to accompany oral and written instructions. Give alternative assignments rather than long written assignments. Break long assignments into small sequential steps, monitoring each step. Number and sequence steps in a task.
- Provide assistance in the specific and general vocabulary to be used for each lesson, using reinforcement or additional practice afterward. Preteach vocabulary and provide adequate opportunities for students to hear and use new vocabulary in context before applying to practice and application. Instructional resources and instruction should be monitored for the ambiguities of language that would be confusing, such as idioms. Limit the number of concepts and new vocabulary presented at one time.
- Set up learning situations that offer additional assistance. Tutoring by a qualified teacher is optimal. Peer or cross age tutoring should be so designed so as to not distract from the instructional time of either the tutor or the tutee. Educational software where the computer provides multisensory experiences, positive reinforcement, individualized instruction and repetition can be useful in helping students with skill building.
- Prepare students for testing situations. Provide a quiet setting for test taking and allow tests to be scribed if necessary. Allow for oral administration of test and oral response. Divide tests into small sections and allow students as much time as needed to complete. Grade spelling separately from content and consider changing the percentage of work required for a passing grade.
- Explain learning expectations before beginning a lesson. Ask each student to frequently communicate his or her understanding of the concept or assignment. Students should be asked to verbalize or write down what they know. This provides immediate insight into their thinking and level of understanding. Evaluate instruction and reteach as necessary. Modify expectations based on student needs.

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Strategies for Students with Special Instructional Needs

ADHD

For students with Attention Deficit Hyperactivity Disorder (ADHD):

- Allow students to move around the class. Interactive whiteboard activities or learning stations are excellent opportunities for physical movement while working.
- Keep instructions short. Repeat in a different way only if needed.
- Give positive feedback often and consistently.
- Emphasize time limits for finishing assignments.
- Let students know ahead of time when transitions will occur. Help them make the transition when it is in progress.
- Maintain classroom routines and schedules.
- Allow students to hold a quiet fidgety toy while listening and working.
- Help students focus on new information by highlighting key points.
- Use real-world examples to which students can relate.
- Arrange the class to minimize distractions.
- Encourage critical thinking by engaging students in active participation through deep questioning.

VISUAL

For students with hearing and visual difficulties:

- Move students closer to where the lesson instruction is happening.
- Allow students to work in an area of the classroom that is free of distractions.
- Include visual clues on the walls.
- Use a medium tone of voice when presenting lessons.
- Reduce visual complexity by presenting each key part in the lesson presentation separately.
- Maintain "one person talking at a time" classroom environment.
- When appropriate, use peers in the classroom that grasp the content to present concepts.

COGNITIVE

For students with memory and cognitive difficulties:

- Establish and teach rules and routines.
- Provide only one instruction at a time.
- Have students restate the instruction back in their own words.
- List instructions on the wall or board.
- Allow students to review and practice frequently.
- Encourage the use of virtual manipulatives.
- Allow additional time for students to complete work.
- Encourage students to verbalize what they are doing by using words, pictures, manipulatives, and numbers.
- Allow students more time to explain and justify their thinking process.
- Build in time for repetition and practice.
- Provide opportunities for students to explain the concepts to others.
- Represent abstract concepts in a variety of ways such as words, symbols, drawings, movement, and acting out.
- Create heterogeneous groups so students can learn from and model their peers' behaviors.

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UNIVERSAL DESIGN OF LEARNING

What is it?	Universal Design of Learning (UDL) is a framework for curriculum development that gives individuals with different abilities, backgrounds and motivations equal opportunities to learn.
What is important?	UDL provides flexible approaches to teaching and learning that can be customized to accommodate individual learning differences so that high achievement expectations are maintained for all learners. To increase access to learning, the UDL framework requires curriculum that includes multiple means of: • Representation • Actions and Expression • Engagement By incorporating many aspects of UDL, the Wonders curriculum is able to accommodate diverse learners and maintain high expectations for all learners. www.udlcenter.org

Principles of Universal Design of Learning	McGraw-Hill Wonders
Representation A program provides many ways to represent student materials so that different learners are provided different ways to learn and integrate the content.	**Perception** *Wonders* provides information and content in different ways to meet all learners' needs. It includes a vast array of digital assets to which one can customize the way information is presented, thus supporting different modalities for learning. For example, Digital content for *Wonders* can be visually modified using the browser's controls, allowing the text to be increased or decreased as necessary. Learners can control font size and formatting, as well as background color when submitting responses. Teachers and learners can control all *Wonders* videos by increasing to full screen, pausing and replaying at any time, and turning on Closed Captioning support. In addition, text is provided for all audio files, including summaries of the **Reading/Writing Workshop** and **Literature Anthology** selections. Files of student materials can be provided to create Braille files and include descriptions of the images found in the student materials. **Language** Within the core program lesson plans, teachers are instructed to model learning strategies and guide students' comprehension of new vocabulary words, noted in bold throughout the text, through pre- and post-reading activities, as well as formative assessments. The **Visual Glossary** found in ConnectEd provides visual aids for all vocabulary words that students are expected to learn. Videos are also provided for a subset of the words to ensure that students understand the meaning. Visual Vocabulary Cards are also provided. Recordings of all texts, including selections from important student readings, such as the **Reading/Writing Workshop** selections, the **Literature Anthology** and the **Decodable Readers** are available on ConnectEd.

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Principles of Universal Design of Learning	McGraw-Hill Wonders
	All texts in the core program contain the Audio Text Highlight feature, which highlights grammatical and syntactical chunks of text during the audio reading. The **Language Transfers Handbook** provides cross linguistic transfer analysis to help teachers understand the language of the learners. Concept videos and photographs are provided with each week of instruction to introduce the weekly themes or topics. The Inquiry Space toolkit illustrates key concepts through multiple media (e.g., provide illustrations, simulations, or interactive graphics or make explicit the connections between text and illustrations, diagrams, or other representations of information). **Comprehension** Each week in *Wonders*, core instruction provides preteaching with every lesson to activate prior knowledge through: • Photographs and videos that help to activate or supply background knowledge. • Students collaborating to fill in graphic organizers to record ideas. Organizers allow teachers and students to highlight patterns, critical features, big ideas, and relationships (e.g., use outlines to emphasize important ideas or draw students' attention to critical features) • Materials also guide information processing, visualization, and manipulation (e.g., provide explicit prompts for each step in a sequential process) Instruction is provided for cross-curricular connections students make as they answer the Essential Question through the Connect to Content feature.
Action and Expression The program materials allow for multiple ways for students to demonstrate their learning.	**Physical Action** Lessons are designed to provide students with multiple ways to demonstrate their understanding, including: • Students can utilize keyboards and alternate shortcut commands to type and submit responses online. • Kinesthetic, tactile and spatial learning activities are incorporated into lesson plans to vary the methods in which students can respond to their learning, such as through songs and movement activities.

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Principles of Universal Design of Learning	McGraw-Hill Wonders
	Expression and Communication Students can choose from a variety of ways to respond to *Wonders* assignments, including: - Typed responses, completed in one sitting or as saved drafts across multiple periods. - Collaborative online work. - Oral presentations. Instruction is presented in multiple media formats to engage all types of learners: • Inquiry Space projects guide students through a step by step process of completing more complex performance tasks. Tasks include an array of multimedia tools in the toolkit to support students. • Research and Inquiry projects offer students options to create projects in multiple media, such as text, speech, drawing, illustration, visual art, and music. • Manipulatives, such as Sound-Spelling Workboards with markers, are used to help students learn to manipulate sounds in speech. • Graphic organizers are used throughout the close reading of texts for note taking as well as writing graphic organizers. • Scaffolded support is provided in the differentiated practice for students that need it. • Independent activities, such as Inquiry Space, Writer's Workspace and **Workstation Activity Cards**, are provided for students who are ready for more freedom in their learning. Students can use the Weekly Contracts online to manage their independent activity time.

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Principles of Universal Design of Learning	McGraw-Hill Wonders
	Executive Functions In the weekly units, students are exposed to each text twice before completing extended responses. During the second, close read of the text, students complete annotations based on prompts to guide their thinking. The weekly Write to Sources lessons and Genre Writing projects walk learners through the writing process and break down the longer writing assignment into smaller chunks. Teachers have the ability to attach specific rubrics to assignments or create customized rubrics based on student needs. Students can view rubrics and use them as checklists prior to submitting an assignment. Each week, teachers help students set goals for instruction using the customizable Weekly Contracts. Teachers add or remove content for the contracts online. Students check off the activities as they complete them and submit the contract to the teacher at the end of the week. To support working memory capacity, *Wonders* instruction provides lessons and activities that are carefully sequenced to help students execute their work. For example, the Close Reading Companion provides students with a "scratch pad" to record their work as they reread the **Literature Anthology**. By the end of the selection, students have a written record of all the information they need to answer the weekly Write to Sources prompt. To help students monitor their progress, *Wonders* provides: • Quick Checks in the Teacher's Edition that provide timely feedback on the key skills of the week. • Feedback for students during weekly Teacher and Peer Conferences on their writing. • Writing rubrics, Student models, Listening and Speaking checklists to help students reflect on the quality and completeness of their work. • Progress bars on online games and adaptive learning that help students track their progress.

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Principles of Universal Design of Learning	McGraw-Hill Wonders
Engagement The program materials allow students to choose from multiple options for learning that engages and motivates them.	**Recruiting Interest** Teachers have the ability to create and modify assignments based on students' needs and interests. A range of texts might be assigned to a class, giving students the choice on which to complete, or specific texts or writing prompts assigned to individuals, in order to meet personal goals. • Research projects allow students individual choice and autonomy in their learning. • Weekly Contracts provide students with a variety of materials to choose from to reach their weekly goals. • The Inquiry Space toolkit gives students discretion and autonomy by allowing them to choose which tools they can benefit from in their research task. • A variety of tools for information-gathering, such as Writer's Workspace, print and digital Graphic Organizers, Concept Webs, and Writing Rubrics give students discretion over choosing how to gather information. To increase the value and relevance of their work, *Wonders* provides students with materials that are culturally and socially relevant, personalized to learners' lives and appropriate for different racial, ethnic and gender groups. • **Reading/Writing Workshop**, **Literature Anthology**, **Leveled Reader** and **Classroom Library** selections address a broad spectrum of cultural, ethnic and gender-diverse texts. • Genre Writing projects have students create personalized, authentic written texts for varied audiences. • Research and Inquiry projects encourage the use of imagination to answer questions and present complex ideas in creative ways. See Strategies for Students with Special Instructional Needs (on page R86) for ideas on how to minimize distractions and create an accepting and supportive classroom climate.

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Principles of Universal Design of Learning	McGraw-Hill Wonders
	Effort and Persistence *Wonders* provides students with ways to sustain effort and persistence in the following ways: • With any assignment, teachers can customize the requirements and expectations for the class, custom learning groups, or individual students. • Modifying prompts, turning on audio readings, and allowing work to be submitted after due dates are ways in which an assignment can be altered to meet learning goals. • Online To-Do lists and Weekly Contracts of tasks and objectives help students stay focused with their weekly goals. • Adaptive Learning provides students with aural and visual prompts indicating activity goals and progress. • Inquiry Space provides students with weekly stepped-out goals for each phase of a 6-week research project. To optimize challenges that motivate students, Core instruction includes differentiated practice activities to ensure all students are challenged. Additionally, Leveled Readers and Classroom libraries provide differentiated resources to motivate and help students meet their goals. To foster collaboration and communication, Core instruction includes Collaborative Conversations that motivate students. Additionally, flexible grouping allows for communication and collaboration to meet weekly goals. Speaking and Listening rubrics also help students understand the expectations for group work. To support effort and persistence, students receive mastery-oriented feedback throughout the Core Instruction with Quick Checks that include supports and strategies for improvement. Weekly Teacher and Peer Conferences in writing provide students with frequent, timely and specific feedback. Additionally, the Data Dashboard identifies patterns of errors and provides recommendations for acceleration. **Self-Regulation** Every assignment submitted is held in a student's Binder, along with peer reviews and teacher feedback, allowing the student to reflect on progress and build upon learned concepts. Students can view rubrics and use them as checklists prior to submitting an assignment.

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LISTENING/SPEAKING/VIEWING

Introduction

In addition to developing students' reading and writing skills, other skills are necessary to communicate effectively orally, visually, and in writing. These include listening, speaking, and viewing skills.

In the *Wonders* Teacher's Edition, weekly instruction and practice is provided with these skills. The skills are often linked to the reading and writing skills used throughout the week and get progressively more sophisticated throughout the grades.

Tips

- Make sure students have opportunities each week to speak in whole class and small group discussions.
- Use sentence starters and frames to facilitate and scaffold the use of academic language and transition words.
- Prompt students to use visuals and notes when presenting, as appropriate.
- Establish class rules for listening and speaking (e.g., Speak in a loud voice so everyone can hear. Raise hands. Don't interrupt. If speaking, make eye contact with audience. If listening, sit up and look interested. Allow wait time to answer questions.).

Listening

Listening skills include comprehending what one hears and listening for different purposes. These purpose might include following directions, identifying main ideas or sequence of events, or summarizing.

Speaking

Speaking skills include oral presentations and communications, both formal and conversational. These skills encompass the use of proper volume, pitch, and intonation, as well as correct use of grammar.

Viewing

Viewing skills include understanding the main idea and/or messages in photographs, fine art, illustrations, mass media, and other multimedia.

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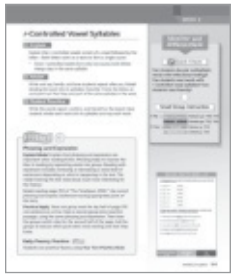
Introduction

Wonders contains three types of formal assessments: Diagnostic, Progress Monitoring, and Summative. Each is described below.

In addition, daily lesson Quick Checks enable the teacher to quickly and informally assess students' learning progress. These informal assessments can be used to form daily skills-based small groups.



Diagnostic

Placement and Diagnostic Assessments can be used to identify students' instructional needs for targeted intervention. They can also be used for formative or summative assessment. A diagnostic test:

- Is a test administered to those students who appear at risk of failing to read, or need additional instruction.
- Is a detailed assessment that pinpoints a student's strengths or weaknesses.
- Is a test that can be group or individually administered, depending on the test and the age of the student.
- Should be given near the beginning of year to determine students' instructional needs or whenever a student is suspected of having difficulty learning taught skills. It may also be given throughout the year to monitor student progress (e.g., Fluency Assessment).
- Can be used to form skills-based small groups.

Progress Monitoring

Progress Monitoring Assessments are ongoing and provide up-to-date information on what a student knows and is able to do. A progress monitoring assessment:

- Is also known as a Formative Assessment.
- Includes teacher observations (Quick Checks), weekly tests, and curriculum assignments.
- Mirrors the types of tasks students complete in the curriculum. (curriculum-based)
- May include a diagnostic assessment that pinpoints the cause of a specific observed reading problem.
- Helps to define the specific focus of instruction (e.g., reteaching a skill students haven't mastered).

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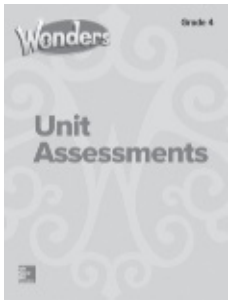
Summative

Summative Assessments are administered at the end of an instructional period, such as a unit, semester, or school year. A summative assessment:

- Provides information about outcomes, or what skills a student the instructional period.
- Is useful for planning the next major instructional period.
- Is connected to the specific curriculum.
- Can be used to provide a final grade or judgment on a student's strengths and weaknesses.



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What is Independent Reading?

Independent reading is the reading that students choose to read. What students read is based on their personal choice with guidance as needed from the teacher. In some cases, especially in upper elementary grades, students read outside of the classroom. However you may want to provide independent reading as an option during center or independent activity time.

Why is Independent Reading Important?

Research indicates that independent reading increases students' comprehension and builds their vocabulary. Independent reading of a wide variety of texts also builds students background knowledge on the topics and concepts which they read about. It provides students with the opportunity to independently apply reading strategies and skills they are taught in class, and helps students make connections with what they are learning. Independent reading can also provide students with consistent opportunities to build reading stamina and fluency. Students are encouraged to read materials that are on their independent reading level, more complex texts about topics that interest them, or reread familiar texts or previously scaffolded texts.

Suggested Timeframes for Daily Independent Reading

Grade	Time
Kindergarten	10-15 Minutes
First Grade:	10-20 Minutes
Second Grade:	10-20 Minutes
Third to Sixth Grade:	30-40 Minutes

How to Choose a Good Independent Reading Book

The book students choose to read can be easy, at their independent reading level (texts that are "just right") or challenging--but of high interest. Students should be encouraged to choose a book at their independent reading level most of the time. Share the following guidelines with students to help them choose an appropriate Independent Reading book.

5 Finger Rule

What to do to pick an independent reading book

- Choose a book you want to read.
- Open the book to any page.
- Put one finger up for each word you can't figure out.

0-1 Fingers
This book will be easy for you.
Make sure you don't choose too many books that are easy for you.

0-2 Fingers
This is a great choice!

3-4 Fingers
Give this book a try.

5+ Fingers
This is a challenging book. You might want to make another choice.

To prepare students to choose their own books and build toward independence in making good choices, model for them how to choose books that are just right for them. You can provide the **5 Finger Rule** handout on page RI03 and ask students to keep it in their reading journal.

For more ideas on Independent Reading, see *Wonders* author Kathy Bumgardner's website:

www.kbumreading.com.

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Setting up Classroom Libraries

There is no single way to organize the classroom library. The important thing is that students know how the books are organized so they can easily access books that are a good fit for them.

Collections can grow as the year progresses and the teacher is able to add books.

Books can be organized into baskets by author, genre, theme, text type or topic. Use the unit and weekly topics and themes from Wonders instructional units, as well as the Unit Bibliographies available online, to help identify titles to include in your classroom library.

If needed, you might want to organize a small portion of the classroom library by level (guided reading levels, lexiles, etc.). This might be appropriate for some students who are still in need of additional scaffolding in choosing books that are appropriate for them. Labeling baskets so that students can find books for themselves, and reviewing with students how the books are organized, is critical.

Individual Book Boxes

At the lower grades, setting up Individual book boxes can help ensure that students are reading each day during the week. Individual book boxes can be housed in anything from ½ gallon zip lock bags to magazine boxes to cereal boxes that are cut to fit students' books and resources. Students can begin to build their own book boxes with 2 books that they choose from the classroom or school library.

It will be important to set up procedures for how to care for the books and maintain their own boxes and the classroom library. Use minilessons to model

- How to manage book bags or boxes
- Procedures for abandoning books
- Maintaining books and any other materials in book boxes

Working with the School Librarian

Have students use the school library as a resource for independent reading and research. Students can check out print or digital media resources to support their independent reading and topics for research, such as the weekly Research Projects or Genre Writing assignments.

Prior to taking your students to the library:

1. Share with the librarian the 5 finger rule, or other guidelines you give students about identifying an appropriate book.
2. Share the Wonders unit and weekly themes and Unit Bibliographies with the school librarian ahead of time so he or she can ensure that there are plenty of available resources for students to check out during their visit. This will ensure your time in the library is productive and there are plenty of books for students to check out.
3. You may wish to also share the Web Resources with the librarian so she can help students with their research.
4. Review the *Model School Library Standards for California Public Schools* and use them as a guide for the tasks appropriate for your grade level, such as:
    - Identifying sources that may answer research questions
    - Independently checking out materials
    - Using digital navigational tools
    - Adhering to Internet usage guidelines
5. Review with children the expectations for behavior in the library, as well as how to determine the relevancy and accuracy of print and digital sources.
6. Remind students that if they need additional information while in the library or have difficulty locating a text, they should consult with the library staff.
7. Encourage them to use their library time wisely, and instruct that if they have additional time after locating their resources, they can begin to read their materials.

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Keeping an Independent Reading Journal

As students read their independent reading books, they will be recording what they think about what they read in an Independent Reading Journal. Explain that good readers always ask questions about what they are reading and sometimes find answers to their questions by reading on in the text and sometimes they do not. Readers can also identify words that they do not know and can't figure out. They can also notice when parts of what they read are confusing or they do not understand.

One way to support and scaffold students to read, think, and reread when needed is to provide K-1 students with simple pre-coded notes they can leave along the way in the books as they read and sticky notes for grades 2-6 students that they can use to leave a "Think Code". During whole group reading teachers should model the thinking and how to leave those codes along the way. Using the analogy of "leaving bread crumbs along the way" is helpful for students to know what they want to go back and reread and share with reading partners and the teacher.

Students can place a sticky note at specific place on a page in the text. Then in their journal, they can elaborate on their thinking. Display a chart of the Thinking Codes. You can use the handout on page RI04.

Using Thinking Codes

As students read their independent reading books, they will be recording what they think about what they read in an Independent Reading Journal.

The following example of Thinking Codes will help guide students as they think about what the read and respond to it. Students can place a sticky note at specific place on a page in the text. Then in their journal, they can elaborate on their thinking. Display a chart of the Thinking Codes. You can use the handout on page RI04.

Thinking Codes

[heart] Favorite Part

I loved when....
Wow! It surprised me when....

[LOL] Funny Part

This is so funny because....

[?] Confusing Part

I am confused about.....

[*] Important Part

This is a key detail .....

[W] I wonder

I wonder ....

[!] I concluded

I figured out ....

Share Books

Here are some fun strategies you can use to informally assess your students' independent reading program, while encouraging them to share books with their peers.

The Perfect Pitch Challenge students to present a 1-2 minute "pitch" about their books. This informal oral presentation should aim to hook the class and entice other students to want to read their book. Students want to reveal enough of the plot to pique interest without giving away the ending.

Design a Movie Poster Have students create a poster for their book with the title, author and a visual that provides a window into the book – characters , conflict, setting and/or themes. Students can design a poster using traditional pen and paper or they can use an online tool. Have students present their movie posters to the class.

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Teaching the Thinking Codes

It will be important to model for students how to use the Thinking Codes to make entries in a Reading Journal. To start, you may want to model how to respond to an Independent Reading text by using a Read Aloud you read with the class. After reading a section of the text, model how you would use the Thinking Codes to show your thinking about the text. On chart paper, write model entries to review with students. Point out how to format the entry then talk about what makes the entry a good entry. Ask volunteers to provide responses based on one of the Thinking Codes. Then model how to write entries based on the response. You can add to the chart sentence frames that students might use in their journal entries.

As you review the model entries with students, point out that their entries should:

- Show understanding of the text
- Use relevant details
- Use specific text based examples and citations
- Cite text evidence that supports the reader's examples and thinking
- Contain key vocabulary and show understanding of the vocabulary
- Contain clear and relevant reasoning
- Demonstrate sequential response

Tracking Independent Reading

At the start of the year, set goals for students' independent reading. You may wish to set a goal of a total number of independent reading entries for the year. You may also wish to identify a minimum number of literature and informational texts that students should read throughout the year. Below are suggestions that should be tailored to your specific class. You can also set up goals by quarter or marking period.

Grade	Number of Texts
Kindergarten	12 texts
First Grade—Second Grade	20 texts
Third Grade—Fourth Grade	30 texts
Fifth Grade—Sixth Grade:	30-40 texts

Tell students that it will be their responsibility to keep track of their reading each day. Provide students with a daily reading log and model for them how to fill it out. Students should fill in the log daily. Identify one day each week that you will check students' logs to ensure they are keeping track of their reading.

See pages RI05-RI06 for Daily Reading Logs to use for K-2 and 3-6.

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INDEPENDENT READING CONFERENCES

Teacher Conferences

As students are independently reading, you can ask to listen to individual students read aloud to confirm reading level appropriateness. Engage the student in a conversation about what they are reading and why they chose that specific text. Asking additional questions, as appropriate, can provide you with valuable formative assessment information about a student's reading development. These questions may include questions about:

-text's genre

-text features

-referring back to specific "Think Codes" students have left in the text

-general comprehension of text

-more focused questions on how the author presents information in a section of the text the student may have commented on.

In addition, you can also make notes about how a student solves problems while reading, what their strengths are and what they need to work on. Listening in for word accuracy, appropriate fluency and comprehension can be done during these independent reading conferences as well.

Conferencing individually with students is a great way to keep track of student progress. You can use a notebook with a page for each student, or you may prefer to use preprinted conference pages. See pages RI07-RI08 for an example of conference forms.

After conferencing with a student, it is important to leave the student with a reading goal that he or she should work on. For example, students may need to be encouraged to cite more relevant and explicit text evidence when making statements or giving opinions about what they are reading.

Student Conferences

Providing students some consistent opportunities to discuss with another student what they are reading can be enriching for students. It allows them to exchange ideas about what they are learning and how they are growing as readers. In addition, it offers a valuable chance to listen in to students sharing their thinking about their reading with others.

Collaborative practice of thinking about and reflecting on what students are reading provide students a chance to talk about their thinking.

Pair two (or three) students. You might want to group students who are reading the same text or texts on the same topic or theme.

Students should have opportunities to rehearse what these collaborative conversations should look like and sound like. By using a gradual release of responsibility, the teacher can ensure that students will be focused when they are meeting with a peer to discuss their reading.

Provide students with specific guidelines to ensure that students will use the time productively.

Use the Peer Conferencing handouts on pages RI09-RIII to model with students:

- **Peer Discussion:** sample sentence starters for the peer discussions,
- **Peer Rubric:** guidelines for giving and receiving feedback,
- TAG Writing Conference Guidelines

For more ideas on Independent Reading, see *Wonders* author Kathy Bumgardner's website:

www.kbumreading.com.

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Supporting Advanced Learners

Independent Reading is a good way to provide opportunities for your advanced learners to develop more complex thinking about the texts they read.

K-2: Author Study or Concept Study

Have your advanced learners form an author study group. Have students choose an author, such as Tomie DePaola, and provide a number of books by the author that you have preselected to show similarities in the author's ideas or writing style, or text structures. Have the group read independently each week and discuss similarities between the books. Questions for students to discuss during their collaborative conversations:

- How are these books the same?
- How are they different?

Remind students to use evidence from the text and illustrations to support their opinions and ideas.

Have students decide on how to present their ideas at the end of the study. If they need support, provide them with the following suggestions:

- Write a response comparing the books.
- Write about your favorite book by the author. Tell why.
- Write an article about the author for a newspaper.
- Write a report about the topic.

3-6: Author Study

Have students form an independent study group and choose an author to study. Have students choose two pieces of work by the author and read the selections independently. Students should have collaborative conversations about their reading each week in which they can choose to:

- choose a character and compare their traits
- compare and contrast themes
- compare the author's purpose
- compare the text structures
- compare poetic devices or the use of figurative language and the effect it has on the mood of a text

Remind students to use text evidence to support their opinions and ideas.

3-6: Book Share Ideas

Have students share their independent reading with their peers with these fun strategies:

Produce and Publish a Movie Trailer: Ask students to create a 2-3 minute movie trailer for their books that provides enough plot details to captivate the viewer without spoiling the end. Students can use video editing software applications to create their trailers.

Book Club Chat Have students choose an exciting, interesting or descriptive passage to read aloud to the group. The passage should reveal something interesting about a situation in the text and/or provide some insight into a main character.

3-6: Concept Study

Have students do a research report on a topic related to their independent reading. Students may choose to study one of the following topics:

- A specific time-period from a text
- A specific concept or idea from a text
- A specific person in history
- The pros and cons of a controversial subject

Have students decide on how to present their ideas at the end of the study. If they need support provide them with the following suggestions:

- Write a research report including an organizational structure that supports the research
- Create an historical timeline of a subject or person
- Write a biographical sketch of a person
- Write a persuasive article for a newspaper
- Create a powerpoint presentation for any of the above

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Five Finger Rule

What to do to pick an independent reading book

- ✓ Choose a book you want to read.
- ✓ Open the book to any page.
- ✓ Put one finger up for each word you can't figure out.

0–1 Fingers

This book will be easy for you. Make sure you don't choose too many books that are easy for you.

0–2 Fingers

This is a great choice!

3–4 Fingers

Give this book a try.

5+ Fingers

This is a challenging book. You might want to make another choice.

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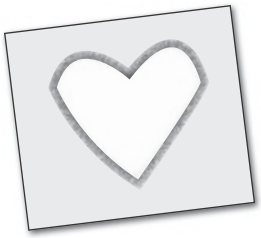
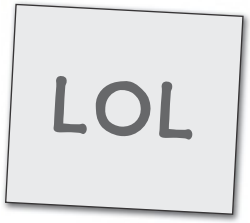
Thinking Codes

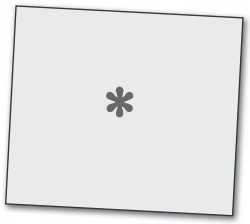


Favorite Part
(I love... . Wow!!)



Funny Part
(This is so funny...)

Confusing Part
(I'm confused...)



Important Part
(This is a key detail...)

I wonder?
(Hmmm... I wonder...)

I concluded...
I figured out...

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K-2 DAILY READING LOG

Name_____

Date	Title	Genre I or L	My Opinion 	C Complex E Easy for Me JR Just Right	✔ Still Reading A Abandoned F Finished

Genre Abbreviations
L = Literature, Fiction, Stories, Poetry
I = Informational / Content / Consumer / Nonfiction

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3-6 DAILY READING LOG

Name_____

Date	Title	Genre Text Type	My Opinion	# of pages read	# of minutes read	C Complex E Easy for Me JR Just Right	✔ Still Reading A Abandoned F Finished

Genre Abbreviations

Informational Consumer = **Inf C**	Fantasy Fiction = **F F**	Informational Content= **I**	**Realistic Fiction = RF**
Autobiography = **AB**	Historical Fiction = **H F**	Mystery = **M**	Science Fiction = **SF**
Biography = **B**	Magazine = **MAG**	Poetry = **P- Inf** **P- Lit**	Traditional Literature = **TL**

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INDEPENDENT READING CONFERENCE FORM

Student _____ **Date** _____

Title: _____

Author: _____

Circle One:

Easy Just Right Challenging

Conference FOCUS: (Circle One)

Decoding Strategies Fluency Retelling

Comprehension Specific Skill/Strategies

Other: _____

NOTES: _____

_____

_____

_____

_____

Next Steps: _____

_____

_____

Future Teaching Point: _____

_____

_____

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READING CONFERENCING CLASS SHEET / NOTES

Student Name:

_____

Date:_____

Strengths Noted:

_____
_____
_____
_____

Teaching Point:

_____
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_____

Student Name:

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Date:_____

Strengths Noted:

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Teaching Point:

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Student Name:

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Student Name:

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Strengths Noted:

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Teaching Point:

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Guidelines for Peer Conferences

Peer Discussion

Share your Independent Reading with your partner.

Decide who will share first.

When it is your turn to be the speaker, tell your partner(s) the following:

1. Your book title/ genre	The book I am reading today is _____. It is (genre/text type) _____.
2. Thinking Code you are referring to (or specific strategy/skill focusing on)	The thinking code I left on this page was _____.
3. Show page number / text evidence	Here is the page or part I am talking about....
4. Share your thinking as a reader	What I'm thinking is _____ . I was wondering _____. The author here is _____.

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GUIDELINES FOR PEER CONFERENCES

TAG
Writing Conference

T

Tell something you like about the writing.

A

Ask a question about the writing.

?

G

Give a suggestion of something to add to the writing.

TAG
Writing Conference

T

- I really like how you say...
- My favorite part is...
- What I like about your picture is...

A

- What does that mean?
- What happened next?
- What else...?

G

- Can I suggest you add...?
- I think you need another detail...
- Add to your picture...

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GRADES 3-6 PEER CONFERENCE RUBRIC

	Point Value Description	Points Earned / Comments	
		PEER	TEACHER
Date	**1 point** What is today's date?		
Book Title	**1 point** What Text are you responding to?		
State the Thinking Code(s)	**2 points** What are you thinking? What will you write about? What is your focus?		
Page / Paragraph	**1 point** Where is this located in the text? Be specific.		
Reference to and/or Quotation of Specific Text Evidence	**2 points** REFER to KEY DETAILS in the TEXT and/or STATE one or more explicit quotes from the text that best illustrates and supports your thinking code(s) used.		
Your Thinking as a Reader	**3 points** Statements that link back to the thinking code and provide a relevant cohesive conclusion to your response. WHAT ARE YOUR THOUGHTS?		
READING RESPONSE- ***NOTE: All criteria MUST be modeled, discussed, and practiced**		**Total:** _____ 10pts	_____ 10pts

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